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ABSTRACT

In May 1971 the regional coordinators of colleges funded in the Program With Developing Institutions met in Washington to plan activities for the 1971-72 fiscal and school year. They asked the national office of the American Association of Junior Colleges to develop a series of workshops on problems of, and programs for low-income students in the junior college. Using a questionnaire, it was determined what the colleges themselves felt were the main problems faced in meeting the needs of low-income students. Five fall workshops were set up, involving 330 persons from close to 100 colleges. The workshops dealt with the following subjects: (1) problems faced by the community college in dealing with low-income students; (2) the world of the low-income student; (3) recruiting and testing the "new student"; (4) financial resources for the low-income student; (5) motivating the new student; and (6) developing more effective learning systems. (Author/AL)

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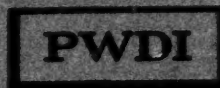
**THE LOW-INCOME STUDENT
IN THE COMMUNITY COLLEGE:
Problems and Programs**

Selected Proceedings of Five National Workshops,
September — November, 1971

A Project of the
PROGRAM WITH DEVELOPING INSTITUTIONS
of the
AMERICAN ASSOCIATION OF JUNIOR COLLEGES

Washington, D.C.

Edited by
Selden Menefee



UNIVERSITY OF CALIF.
LOS ANGELES

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INTRODUCTION

In its fourth and final year, the Program With Developing Institutions, as a joint venture of the American Association of Junior Colleges and the U.S. Office of Education, placed great importance on adapting higher education to the needs of the "low-income student." Actually, as many have remarked, this term is a misnomer; virtually all students are "low-income" individuals, even though their parents may not be. We are referring, rather, to students from low-income families and areas. But for convenience, we use the term "low-income students" here as a sort of shorthand for the more cumbersome term.

Not only is the low-income student a top priority with the U.S. Office of Education; the colleges themselves, as they attract a wider and wider range of students, feel the need for new approaches to help minority and other disadvantaged students to succeed. The old concept of "remedial" courses is disappearing; it is generally agreed that more of the same fare that failed with half of the students in lower schools cannot succeed in the lower division of the college, either. So, many colleges have been trying out new approaches and some some of these have been successful.

In May 1971, the regional coordinators of colleges funded in the Program With Developing Institutions met in Washington to plan activities for the 1971-72 fiscal and school year. They asked the national office of AAJC/PWDI to develop a series of workshops, on problems of, and programs for, low-income students in the junior/community college. There was general agreement that a series of such workshops, dispersed across the country to permit large numbers of faculty and even some students to attend, would be more useful than one or two conferences at the national level.

Accordingly, the Washington PWDI office sent out to all funded colleges a questionnaire to determine what the colleges themselves felt were the main problems they faced in meeting the needs of the low-income student. When the results were tabulated, the main topics desired were quite clear. Grouped, they became the titles of the workshop sessions and of the chapters in this monograph (see table of contents).

Five fall workshops were set up, all using the model developed as noted above, each with a host college that had been pioneering some successful programs in this field, as follows:

- Sept. 30-Oct. 2: Brookdale Community College, New Jersey.
- Oct. 14-16: Malcolm X College, Chicago, Illinois.
- Oct. 28-30: Palmer College, Columbia, South Carolina.
- Nov. 14-16: Los Angeles City College, California.
- Nov. 18-20: Tarrant County Junior College, Texas.

In all, 330 persons from close to 100 colleges attended one or another of the five workshops. Many inquiries were received as to how to obtain materials on what went on. The result is this monograph, which we feel will have some long-range value. From careful (but necessarily incomplete) notes taken down by the present writer, plus a few written statements supplied by participants, I have tried to recapture some of the key ideas and discussions in all five workshops and put them in some coherent form for publication. This was done by topics, and under each topic the materials were arranged either chronologically or in some logical order to make the material more readable. An effort was made to avoid undue repetition, but this was not always possible without impairing the flow of ideas in an individual contribution. What follows, then, is the "cream of the cream" from all five workshops; and it is hoped that the material will prove so interesting that the reader will forgive minor overlapping and incomplete coverage of some topics from sketchy notes.

The Program With Developing Institutions, administered by the American Association of Junior Colleges and coordinating colleges in FWDI, has been financed for the four years of its life mainly through grants to the colleges under Title III of the Higher Education Act of 1965, administered by the Division of College Support, U.S. Office of Education, Department of Health, Education and Welfare.

Special thanks are due to the five host colleges listed above; to the local workshop coordinators--Ed Davis at Brookdale, Chris Dimas at Malcolm X College, Ray Carson at Palmer College, Claude Ware at Los Angeles City College, and Kenneth Hudson at Tarrant County Junior College in Fort Worth; to Nathaniel Allyn of the College Entrance Examination Board, who supplied participants for the sessions on recruiting and testing; to the many consultants and college representatives who served without honorarium because of their interest in finding solutions to problems affecting the low-income student; and to Helen Minifie, Brenda Anderson, Evangeline Barry, and Rosa Melia who assisted in preparing the material for publication.

Selden Menefee, Director
Program With Developing Institutions

Washington, D.C.
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I. THE PROBLEMS WE FACE

1. WHO ARE THE "NEW STUDENTS"? (New Jersey Workshop)

Ed Davis, Director, Brookdale Community College Learning Center, Long Branch: Brookdale's growth has taken it from 1,300 to 6,000 students in three years. The new campus at Lincroft is really a learning resources center serving a county-wide campus. There are over 53 learning sites in the district. Most of the credit for the county-wide operation goes to our president, Dr. Harlacher.

President Ervin Harlacher: Who are the new students? They are those previously branded unfit for further (higher) education. They are the outsiders, the dropouts, below-average high school students, people who muffed their first chance. They are the same kind of people who came together to form this nation--people who weren't willing to be judged by their pasts.

How can we meet their needs? Not by their traditional methods--because we have more and more non-traditional students. We must develop a very different type of college to meet the needs of these new students. We must think of our role as that of a community renewal college. We must continually restructure our society. We have to renew our democracy, to make it work, and the community college can be the instrument for this. We must take learning to the people, wherever they are--in storefronts, churches, even jails. It meant a lot to us to be able to hold up our heads, and to be proud of each other. The common man needs to know he can go somewhere--even to college.

The "community renewal college" is not over-concerned with degrees or credits. Our concern is what people do with their lives. Students must be free to learn what they need and want to learn. Break the lockstep. Individualized instruction is needed to open the way. We must extend our programs throughout the community. We must put the students out in the real world--in jobs. We must try to free people from ignorance, poverty, filth--but also involve them in improving the community.

In all this, a campus has a function. We must have a learning resources center. It is still true that the community and students need a campus to identify with. Ultimately, the "open university" idea may alter this. We now have two campuses and various adjunct centers--an allied health center at Long Branch, an extension center, a church in Redbank, learning sites in business and industry. Our students tutor, make surveys, work.

You must design programs to meet the needs of all the people in your service area. Encourage both drop-ins and drop-outs--find ways to meet their needs.

2. TAKE A LOOK AT YOURSELF
(Columbia Workshop)

Dr. Leroy Anderson, Director, Franklin C. Fetter Family Health Center, Charleston, S.C.: I'll not call you "fellow educators," but "fellow fall guys," because of the pressures we are under--the students from below, the lack of adequate finances, etc. Your project is outstanding because you are trying to understand the problems before planning action. We must bridge the gap. But how do we make this cross-cultural jump? We don't have time for any more failures. Let's take a sounding on ourselves. Let's be honest.

You can't look at the Blacks with cliché viewpoints any more. There are many, many subcultures in America. They do not differ in quality, so much as in degree.

If we are going to be ethnocentric, let's be honest and admit it. These are the different positions White people take on Blacks:

- (1) Moralizing: "They are the children of Cain, born in sin." You demand controls--not permissiveness.
- (2) Medicalizing: Replace "sin" with "sickness." They see psychological sickness, family problems. All this calls for new programs of compensatory education, community decisions and controls--but no challenge to the power structure.
- (3) Naturalizing: "Genetic differences exist"--there are people who are poor and inferior by nature. The result: at best, benign totalitarianism--no touching or playing together.
- (4) Cultural Relativism: The disinherited are perfectly valid as they are--it is the upper class who have been fractured.
- (5) Apotheosizing: Natural man in a natural world. This view leads to belief in special abilities for Blacks, in rhythm and sports.
- (6) Normalizing: "These people are just like us except they have had a hard time."

Look at yourself. And change if you need to, in order to correct your prejudices. There is no such thing as "African" in the American Blacks' culture--we have been here for 350 years. We are not "Afros" but Black Americans.

- (1) What was the original nature of man? Evil, good, or a mixture that is mutable?

- (2) What is the time perspective? Past, present or future? If the group has little of the past in its tradition, and little faith in the future, then it tends to live in the present.
- (3) What is the modality of man's relation to man? Lineal, bilateral, or individualistic?
- (4) What is man's relationship to Nature? In, under or transcending?
- (5) What is the dominant personal relationship? Pleasure, love, or dominating?

If you answer these questions differently from the dominant or majority group, you are in a subculture. Subcultures may have made different values--but are not necessarily wrong. For example:

Black woman has often tried to keep her man down a bit--to keep him "safe." It may have been a matter of survival when it started.

Religious forms will be different between cultures. You have to hang loose and seek to understand.

You think justice is the norm. Others differ on what justice really is.

You have to know that people all smell if they are dirty--there is no corner on this.

Consider time: Puerto Ricans may consider morning as anytime before siesta time.

How about fresh air? Some believe in closing the windows at night to keep evil spirits out.

The best thing is count to two before making a judgment, then sit down and talk to the member of a different culture at eye level--and convince him you are there to help him. The low-income or minority student may not be book smart but may be people smart.

So the first step in dealing with the "new" student is to take stock--and you may have to admit that you are a snob. One must get to know himself better--to be an effective teacher. We must somehow do three things:

- (1) Learn to treat everyone with sincere, honest, open regard as a human being. Accept people unconditionally, and they will "fasten their egos to you." This makes you an effective teacher.

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- (2) Learn to practice empathy--not sympathy. Put yourself in the other person's place--the Black child who has never known security. Or a kid in Appalachia who only recently learned how to wear shoes.
- (3) Take a trip across America. See the Indians and Mexicans and how they live. They need help from all of us.

If you can do these things, then the junior college movement is in for a big, big blast. It will really become Democracy's college.

* * *

3. THE MOST CRITICAL NEEDS (Los Angeles Workshop)

Andrew Goodrich, Director of Minority Programs, AAJC: One of our most critical needs is the retraining of the "now faculty" to deal with the "new student." Other problems are: ethnic studies versus high level participatory compensatory programs; and helping the faculty to see the needs they have to deal with.

Charles Hurst has said: Public education has discriminated viciously against minorities in a variety of ways limiting their horizons.

A hundred years ago, a new cadre of people was needed to man industry. Today we have another crisis, loaded with inflammatory rhetoric. Today we are facing the need for providing opportunities for "new students" who no longer accept the injustices that have held them back.

Who is the "new student"? To a great extent, he is a minority student, so let me talk in terms of the minorities. Much of this fabric of negativism has been woven out of what Carey McWilliams in Brothers Under the Skin calls "The Morse Code of the unconscious, (where) white became synonymous with most of the values we respected. To this date, Indians and Negroes are excluded from the images which many Americans conjure up when they think of home, and country, and flag. By tacit agreement, European immigrants became absorbed in the melting pot; (while) Indians and Negroes became problems."

"Culturally disadvantaged" is a negative term--indicating both a communication problem and a racial minority problem; also, it is used to cover Appalachians and other poor people. "Oppressed" is a more accurate term than "disadvantaged" for minorities. In racial terms, the new or oppressed student has been identified as coming from one of the following groups:

Black people in the rural South and in the Black ghettos of our towns and cities

Mexican-Americans in the rural and urban Southwest and West

Puerto Ricans in a few large Northern cities

American Indians on reservations and in the cities of the Southwest and West

Cuban immigrants.

This new student is no longer willing to accept the inferior role formerly assigned to him. This new role was started in 1960 when four Black students sat down at a N.C. lunch counter reserved for Whites and demanded to be served. One author describes it as "Negroes turned Black. Blacks could see clearer what Negroes could not." Thus was initiated the explosion of a series of cruel myths--ranging from charges of cultural deprivation to non-verbal behavior.

Language is the one thing most often used to assign a status of inferiority. The new student is culturally different but not necessarily deprived. The record shows that "non-verbal" people are not simply non-verbal, but rather bilingual. And ghetto language has had a great impact on majority language.

Compensatory programs are only for minority students in too many cases--to raise their self esteem--but they are not required for all students...

I would point out that if you help the "new" student in your general programs, you help all students. How then do we address the needs of the new student? Two ways:

- (1) Inreach programs--supportive activities to the on campus, such as free food and books for needy students. Also GED programs on campus, to help them get high school credentials; apprenticeship programs; and peer counseling, as pioneered at Los Angeles City College. Here, the counselor gets 40 hours of training on "how to listen" without being like a psychiatrist; how to register, how to study and so on.
- (2) Outreach programs--usually satellite programs in neighborhoods. For example, Project Search at Cuyahoga Community College with community centers to enroll and counsel students--seeking out dropouts and others. In one year (1969) over 500 students were helped into job training and 79 per cent completed their programs.

Many of these programs were precipitated by local crises. For example, the burning of Hough precipitated Cleveland's "Project

Search." In most community colleges we still have some lead time to deal with these problems.

The "new" counselor fights for aid for his students. In Baltimore, the City College has a collegiate Horizons Program working with junior high school students and their counselors invited to the campus to get them thinking in terms of the college. Also they have a mobile recruiting center, a summer sports center, etc.

The name of the game, for the '70's is not how many students get into college but how many get out--through the front door. How many succeed. We need to reorient our programs for this.

What are the responsibilities of the "new student" and the "now faculty?" First we must recognize that some students try to appeal to Black and White teachers' sympathy to get by without doing any work. If they get away with this, the student returns to his community without any real preparation.

Second, cultural pluralism must be internalized by the college staff before we can cope. This requires real effort in the faculty development field.

This is our opportunity--not merely our problem.

Dr. John Lombardi, former superintendent of Los Angeles Junior College District: I was bilingual, as a boy and poor, so I think I understand the problems here in Los Angeles. Here are a few observations on our experience:

When we hired four Black teachers, we set up classes of 80 and split them, assigning students to teachers of both races--and not one student objected.

Statements like "I'd hire a Black teacher if he is qualified" expresses prejudice--because we don't say this about White teachers.

Many people oppose "tracking" programs--but they go right ahead with them anyway. How to eliminate this? Eliminate entrance tests, judge students only on performance. This works for us. After all, there is no test that really can tell if you will be a successful doctor or lawyer....I have a gripe against terms like "the image of the junior college." If we do our job, we won't have to worry about images. We've got the students. Let's work with what we have.

Before we come to peer counseling, we tried a lot of things, spent a lot of money. Peer counseling brought the first significant results. We should use this, with a positive approach.

A word about attitudes: Read Jude the Obscure if you want the story of the disadvantaged. It's nothing new. We're not going to get anywhere by bitching. Let's deal with our problems in a positive manner.

Our culture demands the education credential, and it does help students to be a part of the culture. But a college education is not essential for intelligence. There are more intelligent people without a college than with one.

The worst thing you can do to the new student is to require him to take English Composition. Start out with a reading course instead--unless you want to flunk them out at the outset. And if students write, grade them on their expression of ideas, not on the rules of grammar. Above all, if you still have to get rid of the entrance exam, which has perpetuated injustice for years in apprenticeship programs--take the student as he comes to you and do the best you can with him.

Comments from faculty members and others:

We need to reorient our history to eliminate myths--not to glorify pilgrims...

Tracking of students is a misnomer. We keep track of students...

After years of abuse from Blacks, I appreciate the positive approach of Andy Goodrich.

Q: How do we effect change, at a pace that will meet the needs of the new student?

A: Claude Ware: We need empathy--to put ourselves in each others shoes. That's the first requirement.

Michael Antonovich, Trustee, L.A. Community College District: Racism is universal. Slavic people fight each other. Asians, too. Some prejudice is inevitable, but we should try to deal with people as individual human beings.

* * *

4. MAKING WINNERS OUT OF "LOSERS"
(Fort Worth Workshop)

Joe Rushing, Chancellor, Tarrant County Junior College District:
My ambition is to make winners out of losers....How can we educate the youth from low-income families to take a more adequate part in society?

- (1) First, we need to identify these students better in order to help them; and then we need to find better ways of assisting them. Often they are not aware of the sources of funds available to them--and are not about to ask for them, on our multi-million dollar campuses.
- (2) Once they are in, how do we deal more effectively with them? We have to help the student find a program in which he can succeed, not only in school but after he leaves school. In Tarrant County we have wanted to start a program in mechanical technology. But with machine shops going broke now, we are waiting. We must not train youth for jobs that don't exist.
- (3) How can we best motivate the low-income student? The student with heavy family responsibilities may be too worried to be effective as a student--he needs financial help, first of all, if he is to function effectively.... And we may find we need dormitories for students who can't study at home--even local students.
- (4) How can we help them to learn? The best answer is individualized instruction, so they can study any time they can get to the learning lab. But this is no substitute for individual contacts. The systems approach is essential--and humanistic, because it allows more time for one-to-one contacts.
- (5) Placement of those who finish a program is essential. If they undergo training, they have a right to expect jobs at the end. We should also follow up on placements, to check the results.

We can do all these things in the community college. People who want a piece of the action should be helped to get it.

Q: How can we develop placement services?

A: We will, first of all, not deal with any but equal opportunity employers. We deal with them directly and through our advisory committees, to make sure jobs are available. We also work closely with the state employment service....Incidentally, we placed 200 people on our south campus in part-time jobs this year.

* * *

5. PROBLEMS OF THE LOW-INCOME STUDENT
(Chicago Workshop)

Dr. Floyd Dubois, Vice President, Malcolm X College:

Malcolm X has grown from 500 students a few years ago to 8,000 this year. We look for all kinds of people--all ages. Gang-bangers, westside vice lords--we go looking for them. Many have been in jail.

We have one problem in admissions. We can't find enough Cubans, Chicanos or Whites to come to our college. We even lost some funds because of this.

We don't have admissions tests. We welcome everyone.

(I took some tests at Crane once, after I got my MA, and was rated as a remedial English and math student.)

We need local norms--our students have had trouble with CLEP tests, because of language handicaps.

We do use tests--ACT, CGP--but not to keep students out of school. We use them to diagnose students' problems, and also because if they score below certain norms we get extra funds.

What makes Malcolm X different?

1. Its name. Students chose the name to replace "Crane," which is named after the toilet manufacturer. Whites polled the community and picked Booker T. Washington as its name. Students went to a board meeting to protest and it was cancelled. But the board finally approved the name Malcolm X.
2. Black folks look like Black folks at our college, and talk like them too. (We also have a few foreigners.)
3. We have Blacks as top officials. Their hands are not tied.
4. Our students are proud of their college. It is a place of excellence. Graduates are up from 35 in 1969 to over 700 this year.

To Whites I say: Accept us for what we are. Don't generalize about us. We are all kinds of people. Just like you. We are getting together too. You (Whites) make the guns, start the wars. Now use your power to break the barriers between us. Let's make America

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more lovable--not "love it or leave it," but really a more loving place to be.

To Blacks I say: Join all who will work with us. Don't shake your fist. Shout out loud, "Let freedom ring."

II. THE WORLD OF THE LOW-INCOME STUDENT

1. THE NEW STUDENT AND THE NOW FACULTY (New Jersey Workshop)

Andy Goodrich, Director of Minority Group Programs, AAJC: The "new student" needs both an "in-reach" and an "out-reach" program. Certain levels of higher education have been the private preserve of the "natural aristocracy"; but the community college must have a massive teaching program for the low-income students who have come to our open doors.

Who is the "new student"? The term "culturally disadvantaged" has been widely used. This cloak of negativism covers language as well as cultural differences. Another verbal put-down of minorities: Blacks, Mexican-Americans, and Cubans--are all often referred to as "these people"--always implying they are inferior, have no potential. Thus the student is still a victim of oppression and discrimination.

These "new students" are culturally different but not inferior. They are no longer content to accept the oldsters' treatment. They are also quite vocal. They want to be called Black, not Negro. It all began with the sit-ins at Southern lunch counters.

Black is a term some Negroes cannot deal with. It must be seen as a badge of pride. We must all re-think some of the terms we have been fed. "Culturally deprived," "linguistically deprived," "non-verbal," for example. People in the barrios, so categorized, tend to withdraw. They are then labeled as slow. For example: In a test involving scrambled letters, Chicano students usually made up the word "taco," and were marked wrong because the "right" word was coat!

Our new client is culturally different, rather than culturally deprived. One art form we have given to the world is Black music, in which improvisation is essential. Or take ghetto language--"right on"--"tell it like it is"--"not my bag" and so on. This is strong language, and it is permeating the total culture. But by the time it's adopted by others, it is usually out of date.

Some White administrators have even changed students' names--for example, from "Ricardo" to Richard. The attitudes of administrators and staff are crucial, and so are their practices. We must reach out to the potential new student, in his own community. SUNY's satellite education centers are out in the communities. Incidents sometimes precipitate such programs (as burning of Hough). One Malcolm X program was in response to Mayor Daley's "shoot to kill" order; for Black patrolmen this created a problem. The result was a training program to teach rational reactions, and this resulted in a Black Police Association. Legal aid centers, as in Oakland, California; and English as a second language programs, as in New York City and Baltimore--these are among the needs.

Ed Davis: We who are in the "education business" must ask themselves: "Can we be retrained?" We need to realize that:

- (1) Money does not solve everything. People are more important. It will take a combined effort of all of us to change things.
- (2) We must change institutional practices that affect our students adversely.
- (3) We must attack--not just walk away from problems.

* * *

2. THE MANY KINDS OF PROBLEMS (Chicago Workshop)

Major Harris, Dean of Student Services, Cuyahoga Community College: We are talking about Black, Puerto Rican, Appalachian, Chicano, and poor White students.

1. One thing all have in common: bad housing. Hand-me-down neighborhoods. As dean of student services and director of Project Search, I found this was the common factor. In Hough, like Harlem, they find: No one really wants the poor. They need to be scattered--to have room--to own houses--instead of renting.
2. The demeaning effect of being on welfare. They'd like to get off. Most mothers don't want to support five children on \$280 a month.
3. Schools are crowded--They rarely get new facilities in declining areas. Students of minorities and the poor are turned off, lose motivation. (And so do middle class students, because education has lagged.)
4. Restrictive regulations--As, ACT & SAT scores almost insure that most low-income students cannot get into the "best universities." SAT tests threaten students--when we demonstrated their use, some deans with MA's did badly on them.
5. Lack of funds--Put college out of reach for many students. The \$4,400 student costs per year for Case Western Reserve U. effectively bars low-income students. A student may get \$1,000 from an EOG, \$600 in Work Study, a \$1,000 NDEA

Loan, plus, (if he's lucky) \$1,000 from a foundation (half of this a loan). He's still short \$800. If he works, they'll deduct his salary from his aid package. So he's still short....Malcolm X has no tuition. But students need some aid for books, etc.

6. The college environment itself. When a student comes, he encounters new rules of the game. Particularly a student from a small town. It is important not to single out the "dumb student." Learning centers should offer acceleration programs to fast as well as slow students.
7. Need for good counseling to get and keep the new student. Don't keep them waiting. (A White counselor said of a Black student, "she has done well, but you really can't equate her performance with students from Shaker Heights.") That really turned me off.
8. Finally, educational institutions have the responsibility to make programs relevant to the needs of the low-income student. They must go beyond ordinary efforts, to serve their needs. "Give the people light and they will find their own way." says the president of Cuyahoga Community College.

Dan Thomas (Cuyahoga Community College faculty member): We took Malcolm X students on a tour of the Eastern colleges. We know that faculty and counselors are responsible for keeping the minority student once you get them into the college. Some faculty members say, "I'll treat them like any other students." They don't work with deficiencies of students. They don't even know the conditions the students come from. No special arrangements are made on loans--students may end up owing \$8,000 to \$10,000, if they go on a loan basis.

John Blanton (Drug Abuse Program Director at Malcolm X): One other factor is that most poor students have been exposed to the drug culture.

John Allan (Student): I agree. Also, pressures from family and friends make it hard to stay in school. I've met more bright dropouts than bright high school graduates.

Alvin Boyd: The Malcolm X College program really works with most students. Turns them on.

Vernon Lynn (Student): Most people do not understand our problems. Problems like getting up and coming to school, no money to get books, no money for lunch, many others.

1. I am a counselor assistant here--a "peer counselor"--and I can tell you, students want to stay in. One student is driving a cab, but his sister was in an accident, he can't make it at school now.
2. The child center for mothers at Malcolm X helps--but it's not big enough.
3. There is great difficulty in studying at home, with a big family in three rooms. My mother raised three of us, we've never been in jail--but I'm told I cannot be promoted on my job because Whites don't want to take orders from me because I'm Black. It makes me mad. Black students are half from broken families. Harrased by police. All kinds of pressures on the Black student!

Q: Vocational counseling of Black students--What are the problems?

A: One thing--You must know how to deal with their employment problems--You have to counsel the union too, to be sure students will be eligible. If you're training hospital managers, you must know they will be able to go out and get a job.

Major Harris: The Counselor must be the students' advocate, actively help them to qualify for civil service exams and union jobs. We have to do battle with unions, Civil Service (only 10 points are given for the written test), 90 per cent for other factors).

William Jackson (student veteran): First problem when I came back, I didn't have even the \$26 I needed in order to register. I got it finally, but I still don't have money enough to buy two of my books. My VA benefits take three months before they come. We come back from Vietnam and find nothing has changed. Attitudes are the same. We live five in an apartment, very crowded--plenty of problems.

Student: Try to understand the motivation, or lack of it--seek the truth. I've run into counselors who counsel in the wrong direction; students are given wrong information--such counselors should be held accountable. Counselors put me into wrong courses, failed to tell me about financial aid.

Jackson: We run into prejudice in the army too--85 per cent of the servicemen that are in the stockade are non-White.

Student: \$225 a month, they (VA) offer us ain't nothing. You can't live and go to college on that--I don't know of anyone who can.

Girl Student (Black): I met a counselor who took one look at me and said, "You just won't make it." I said, "Why?" She said, "You don't have college background."

Mrs. Floyd Dubois: To counsel students into teaching is mis-counseling--with lower birth rates upon us, it is a declining profession. Computer programming, aircraft mechanics, still have openings. Keep in touch with the world of work!

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3. ARE THEY "NON-COLLEGE MATERIAL"?
(Columbia Workshop)

Johnnie Ruth Clarke, St. Petersburg Junior College: We tend to change our names and addresses, and many of us forget we came from the other side of the tracks. We need to study student needs--a refresher course each year to become facilitators of learning.

How can we involve low-income students and best serve them? First we've got to go out and get them. They are often called "non-college material." We have not, traditionally, known how to recruit and handle them. We now have to meet this challenge.

Low-income and minority kids have not made it in public schools. Many or most drop out. Large numbers are coming back to us each year now. We must provide opportunities for them to succeed. Remember these points:

- (1) The low-income student has the same aspirations and ambitions as other students.
- (2) Even with free tuition, these students have to eat. And get to college. Relief is easier. So--we have to make our programs accessible. Transportation is all some need; some need lunch on campus; books are also a prime need. Financial assistance must be adequate--or don't bother.
- (3) The low-income student's value system does include education as a device for getting a better life. We must not impose our preconceived ideas on them. Selection by entrance exams must be modified.
- (4) The location of campuses may affect program accessibility. And every program should be a career program. Don't divide the academic from voc-tech. Everything should be possible.

- (5) The low-income student tends to feel he does not belong. Often he is hesitant to join activities. Often the high school counselors send the "nice" kids to the universities. Kids from low-income areas have already been turned off by school. We tend to put these kids in a niche and keep them there. Application forms also turn them off--instructions that would even confuse us.
- (6) Now the kid is in class--Freshman English, the "killer class." We should get kids to write about themselves, their feelings at college. They are usually told to write about their summer, but they write what they think the teachers want, not what they see and feel. Let them write about their gut-level feelings--and deal with them as people, not as writers of sentences. They must feel that we care about them--as people. Tell them, "we're glad to have you. We want to help you." Get students to help them register, and to tutor them. We must have people who say, "we'd like to help you stay in our college." It takes people who can reach out and reach them. Packaging individualized instruction is not enough. You must care. English can be, not a killer course, but one where personal contact can be established with all students. The teacher must care about people. That's the key.

Carolyn Paige, Palmer College student: I came from Alabama, to study data processing. Financial aid helped me, as the fifth child of a family supported solely by my mother. I needed a loan to come to school. I had the want and desire to go--but had no place to get the money. I can make it here. If all the junior colleges will look at us as people, who want education, and reach out and help us, we can help ourselves.

Charles Palmer, president, Palmer College: As administrators we need to expose ourselves to things we don't always want to hear--that we've got to care, personally. If we forget our basic purpose, forget to care, we'll fail.

Robert Chason, Piedmont TEC: Dr. Clarke has made me understand what I am doing, better than I have understood it before. Our "arrangements" reflect middle class White traditions. These are foreign to the low-income students. We are all prisoners of our own backgrounds, to some degree. We must react at the gut level--and be facilitators.

Question (to Dr. Clarke:) If a student must complete in a middle class White society, how can we avoid conformity? Students are often denied employment because they do not conform.

Clarke: Given the kids we get--who don't speak good English--this is a problem. But the great writers are not proper models. These students ought to learn the English they need in their world of work. First, you need to know, understand, what your students are saying, in their own way. Their language is not bad--just different. They can learn formal and informal languages. Make them aware of the alternatives open to them. The student can be taught to use formal language when he needs to, to enhance his status. Tell him what's wrong and right with his language, tell him what he needs. Be honest. If you teach Spanish, teach Mexican, not Castilian Spanish, such as I had to learn. Teach him what he can use.

Question: We don't even know the problem--what resources can we draw on?

Clarke: Sometimes you can get the wrong minority people--like what we call "Oreos," Black outside, White inside. These are not the ones you need. Don't get Black teachers or preachers, they've fouled things up enough. Get a Black undertaker, a beauty parlor operator, or a Chicano storekeeper, as an advisor. They know their people. Talk to more than one person. Get advice from ten such people. They may not articulate well, but they know their people. Sit down with them and say, "Here's what we have to offer." (Don't depend on brochures.) They'll tell you a lot of things you can put together, and you'll have a real, dynamic, jumping campus. A real, democratic, American institution for all the people--that's what we have, or should have. Let's build it. We may not have much of a heritage--but we have a glorious future.

Question: We encourage students to come to us, yet often they get frustrated if they go on to senior college. How can we deal with this problem?

Clarke: Don't send them on until they have the English they need. If they speak "Gullah," learn it so you can convert it. Let them know both Gullah and Standard English. Give them the tools they need to go on; take the time they need. Forget semesters and quarters, and tell them what they need to be able to do. Let them take longer, if they need to.

Charles Palmer: We've got the new student in the new college. Suddenly he has to cope with the old college again, if he transfers this is an additional problem.

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4. WHAT ARE THE BARRIERS?
(Los Angeles Workshop)

Claude Ware, Los Angeles City College (chairman): Los Angeles City College, your host at this conference, is the oldest of eight colleges in the Los Angeles Community College District, one of the largest college districts in the nation providing educational opportunities for over 90,000 day and evening students....

The words of Frank Newman in his "Report On Higher Education" sum up the dilemma of the nation's community colleges.

"The public and especially the four-year colleges and universities are shifting more and more responsibilities onto the community colleges for undertaking the toughest task of higher education. Simultaneously, the problems we have already identified--the poor match between the student's style of learning and the institution's style of teaching, the lockstep pressure to attend college directly after high school, the overemphasis on credentials--are overtaking the community college.... Enrollment pressures are forcing abandonment of the concept of the intimate campus. States are eagerly beginning to plan for "their" junior college systems, and the federal government is under increasing pressures to finance the junior college movement through state-formula grants--a mechanism guaranteed to replicate the junior college scenario across the nation. What is needed are community colleges that fulfill the promise of their name--colleges organized to meet the specific needs of the students they serve."

It is important to bear in mind that the majority (though not all, or nearly all) community college students have most of the following characteristics:

1. They tend to be more unsure of themselves and their future career interests.
2. They have high school records which bar them from enrolling at four-year institutions.
3. They cannot afford to go away to college.
4. They say they are interested in transferring to a four-year program but most are not likely to do so.
5. They are struggling to achieve a sense of independence from parental authority.
6. They are struggling to achieve a level of social and economic status commensurate with their expectations.

7. They are struggling to develop an internalized set of values and a sense of control over their destinies.

The following test questions can be applied to any community college or any program or any conference to determine whether we are indeed meeting the needs not only of the low-income student but of community college students in general:

1. Is there evidence of a more honest and humanistic approach to students than in the past?
2. Are curriculum changes being made in a democratic way, with careful attention to the real involvement of students?
3. Are traditional practices being continued on the basis of tradition alone?
4. Are teaching methods and the learning environment being shaped to the requirements of students, and not designed just for the benefit of the institution?
5. Are programs centered on learners rather than on the faculty?
6. Is there a disparity between current practice and stated goals?
7. Are students given an opportunity to develop interpersonal skills in combatting a sense of alienation?
8. Is sufficient counseling and guidance being provided to serve the student's needs from registration to graduation?

As for financial needs, we must separate what can be done (financially) without losing sight of what ought to be done with low income students.

Abel Sykes, President of Compton College: It is difficult to generalize about the world of the low-income student. To expect colleges to solve all problems is to put the monkey on the wrong back. Community colleges cannot relieve tensions created by society simply by counseling and listening.

Who is the low-income student? Often he has a poor school record, job trouble, and a broken family--but not necessarily. Each institution must study its own student group. Don't generalize from national statistics.

Child care centers can be a legitimate role for the community college. Also, the college can point out solutions to many problems in the total community and society.

Our resources are limited, as far as money is concerned. State funds are diminishing for special programs. But the college must not use this as an excuse for inaction. Money helps, but some things don't take money. Just genuine interest, and dedication.

John Ornelaz, Gavilan College: How does the low-income student face the world? In stages.

- (1) Infancy: he usually receives essentials--food, warmth, affection.
- (2) Childhood: he seeks identity. Unless his family guides him, he may get a distorted picture of the world, for he is affected by language, cultural and racial differences. Here the bicultural process must be taken into account, so his self esteem is not destroyed.
- (3) Adolescence: here confused value systems enter in. Individuality may be submerged as the youth tries to conform to conflicting cultures. The world gets much smaller at this stage.
- (4) Young adulthood: past negative training is hard to throw off at this stage. Here responsibilities, like marriage, must be met. But the tools of success may still be missing. At this point, colleges can help him to adjust, raise his self-esteem.

But we must make college more than remedial--make it a place of opportunities. If supportive services are inadequate, and empathy is lacking, his chances of success are less.

We must ask ourselves "why" if students do not do well--analyze the reasons for poor attendance, tardiness, etc. Also we should leave the door open for "honorable withdrawal" if he leaves college, and usually the student will return.

Marie Mills, President, Mt. San Antonio College: Some of the best things we can do don't take money. First we have to get rid of hangups. We should all have the experience of being foreigners in another country. Then we would understand our minorities better. We must realize two things, to begin with:

- (1) Economic status and brains are not related, in any direct manner.
- (2) Color and brains are similarly not related.

We must never try to eliminate cultural differences. As a minority enters the majority world, it should take its past experiences alone. If this makes you uncomfortable, remember: You have

to be uncomfortable if you are to grow.

What can the schools do?

- (1) Fill in gaps in the student's experience. City kids should go to country, and vice versa. We should also try to get magazines and papers into students' homes--to fill any gap in their background.
- (2) We should enable the poverty students to help others. Giving of yourself can be a thrill. And peer tutoring helps both tutor and tutored to learn.
- (3) Schools should also build basic skills--school and social. We need to remove self-imposed limitations, raise the confidence of the low-income student.
- (4) Low-income students must have practice in leadership and success. And they need support from home and family to reinforce these positive efforts. You won't save the student by defeating him.

As John Ornelaz says, you have to find out why he's having problems, where he comes from--and above all, to understand him before you can help him.

Pete Azure, Central Oregon Community College: If you are familiar with Indian reservations, you know real segregation. Prior to 1955, Indians were encouraged to leave the reservations. In the past 10 years, things have changed. Indians want to hang onto their reservations, their territorial base--not cash them in.

More and more young Indian adults are saying, "The white man is never going to go away." So we have to beg or borrow to get ahead, to get the tools we need. The Indian has found a way to survive--his culture helps him.

I was once kicked out of a Catholic school because I refused to be an altar boy or learn Latin--or learn to play the piano; Indians just don't play pianos. It was completely foreign to me.

In Central Oregon Community College, efforts to help Indian students originate with the faculty. But the administration knows that in the end, Indians must take the lead in devising ways to help themselves.

Indians are suspicious--they have been lied to so much, and treated like inferior people for so long. In the past the BIA (Bureau of Indian Affairs) uprooted Indian kids, sent them away to school. Students under this kind of rigid control get into

trouble when they leave school. They must be given a chance to make choices, to say what they want to do.

Indian students now in our schools will hold key to the Indians future. We have some beautiful poetry in our culture that no one has read. We need to onto this--not forget it; we must share it with others. One example is the story of the pine and the juniper tree....They had to learn to live together.

IACC Student: I do appreciate the peer counseling program. It really brings the college and low-income students together.

Black Student: School should play a greater role in the community.

Cuesta College Student: They should appeal to the soul of the student. Low-income student is subject to pressures from his different background.

Chicano Student, Cuesta College: Mr. Ornelaz, what did you mean by "honorable withdrawal"?

Ornelaz: If a student drops a class, or leaves school, don't criticize or penalize him--rather, hope he will return. And leave the way open for him.

Chicano Student, Napa College: Low-income students do not understand red tape--Peer counselors can help them get into college, and stay in.

"Anglo" girl student, Napa College: I have the same problems as minority students. I need informed counselors--who can tell me how to get financial aid. I think community colleges are great for low-income students--they inspire them to go on with confidence.

Napa College student: Information on the college should reach the student in high school. I didn't even know how to get into college. But I saw others going--and this demonstrated to me that I could make it too.

Student, Southwestern College, Chula Vista: Administrators should not rely too much on peer counselors, who after all are also students carrying a heavy load of their own.

Chicano Student: College should come to the barrios--teachers and recruiters should speak Spanish where it would help.

Pasadena City College: Low-income students are usually poorly motivated. They don't know what to do when they get to college. Peer counseling helps. Even if you get work-study or an NDSL loan, your money is slow in coming.

Faculty Member: We seem to be laying it on the students again, implying that they are the problem. It may be the institutions that need to change.

Lopez, Napa College student: I'm glad I didn't quit school last week. (I nearly did.) I have sensitivity to discrimination against any human being....But I want to point this out: Mrs. Mills can go to Sweden or Japan--and come home. I don't have such an option. I have to conform, or not make it. I feel school has been almost completely irrelevant to me. High school was a drag-- I stayed in school because I love sports. Then I tried the military--and said "What am I doing here?" I have to make my own world. I have to go to college to do this.

Sierra College student: Don't forget the new lower class-- created by the employment crisis. Lots of us with middle-class families can't get jobs; you'll have to deal with us too, even if we're not minorities....Tell the student what is possible, and let him make up his mind.

Claude Ware: What comes through is: There are more needs than academic needs that must be met. What is needed most is concern for the student on the part of the college staff.

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5. THE LOW-INCOME STUDENT IN HIGHER EDUCATION
(Fort Worth Workshop)

Alfredo G. de los Santos, Jr., President, El Paso Community College, El Paso, Texas: The topic assigned to me, "The World of the Low-Income Student," is too broad a subject to even attempt to cover in the time allotted, it would logically include housing, environment, the psychological and sociological problems, nutrition, health, and so forth. Therefore, I'd like to speak about one specific aspect of the world of the low-income student--the world of higher education.

As I view it, the higher education world for the low-income student is a world of barriers. I will discuss four main barriers: (1) poor preparation, (2) testing, (3) money problems, and, (4) for lack of a better term, the ambiente of higher education.

Poor High School Preparation- The quality, nature, and extent of prior schooling are major factors in determining who is likely to go to, and succeed in, an institution of higher education. I don't think we can argue with the fact that as a rule, low-income students tend, in proportionately large numbers, to be counseled into taking non-academic, vocational, and technical curricular programs in high schools. More often than not the low-income student lives in a community or neighborhood that has elementary and secondary schools with facilities, faculties, libraries, and a cultural environment below the national average.

The obvious solution to this problem is to insure that all students receive equal education at the secondary level. It will be a long time--if ever--before this will be done. I can walk into the libraries of two high schools--one that serves predominantly low-income students and another one that serves upper middle class students--and I can tell which one is which. I have often seen library books, periodicals, and pamphlets that have been discarded from the library of a high school that serves upper middle class students, and taken to the library of the high school that serves low-income students.

The Test Barrier- The first barrier confronting the low-income student, especially after he gets out of high school, is the one involving tests and testing programs. Study after study has shown that minority students score about one standard deviation below the mean of the scores of the rest of the population. And, as a result, they don't make the cut-off scores needed to be admitted into many institutions.

We in education have forgotten the basic assumptions upon which the whole psychometric model is based. We have forgotten the basic assumption that the test items are nothing more or less than

a sample of behavior (and test-taking behavior at that). We have forgotten the whole concept of test validity. Validity, it seems, represents the correlation coefficient between the test or sub-test and the grade point average. The factors that influence the size of the validity coefficient, or any other correlation, appear to be ignored. The standard error of the estimate is often ignored, too.

The psychometric model is most useful for describing the status of groups. It is next most useful for predicting the performance of groups. It has some utility in describing the status of individuals. But it has very little value in predicting the performance of individuals--yet this is what it is most often used to do!

We say that if a student scores below a certain level in a nationally-administered test, we will either not admit him into the institution or we will admit him only into a certain program.

The best way to open higher education to low-income students is to do away with the requirement for certain scores on these tests. However, I don't think that we are ready for that yet. Some of us are now working with the national testing corporations to develop testing programs for the low-income student that can measure whatever it is that needs to be measured.

The next best thing, while we are trying to get these tests removed or changed, is to teach the low-income students how to beat the tests. It can be done, as I have demonstrated to my own satisfaction. In some communities, students already in institutions of higher education are helping the high school students prepare (and notwithstanding what the test makers say, one can prepare for these tests) so they can do well on the tests. Perhaps this responsibility should rest with the institutions who are admitting (or not admitting) the students.

I think it's time for the educational community to re-evaluate completely the criteria used now for admissions into institutions of higher education in the light of the needs of the low-income students. At the junior/community college level, we need to look at the criteria we are using to screen students out of specific curricular programs. One suggestion would be to have an admission committee made up of low-income students, faculty, and community people to help with the admissions process.

The Money Problem- The problem of money--or lack thereof--is a vicious one that keeps a large number of low-income students out of higher education. The cost of attending institutions of higher education are prohibitive to the majority of the low-income students. The federally-financed programs of student financial aid and some state programs have gone a long way to help some low-income students enroll, but the problem is that there are never enough funds. There

are never enough funds in at least two ways:

The first way is that there are not enough funds to go around for all the capable low-income students who should enroll in institutions of higher education. The percentage of the low-income students who are currently being helped is small. The federal government and the state legislatures need to make a lot more funds available in order to meet the need. We have just begun to scratch the surface.

The second way that there are not enough funds is that the amount of money granted or loaned or made available for the student is not enough to provide him with even a substandard living. Many, many students who come from low-income families need to help their families. These students, too, are the ones who get into trouble with the police quite frequently. It is not unusual for these students to need bail money. And they have no one to turn to. A lot of emergencies arise that cost money that they don't have. Their car might konk out and they need money to fix it. One of their children might break an arm and they need money to pay the medical bill and so on.

To illustrate this last point, let me tell you about a girl we tried to get enrolled at El Paso Community College. Because the college got started too late, we are not participating in any of the federal or state student financial aid programs this year, but we worked with service clubs and churches to get help. We were able to get some local funds to help pay this girl's tuition, fees, and textbooks costs. But that was not enough. Because she comes from a large family and her father is underemployed when he is not unemployed, she feels obligated to help her family financially. So....this young brilliant girl, the valedictorian of her high school class, is currently working as a sewing machine operator in a sewing factory in El Paso.

Another vicious facet of the student financial aid game is the loans program. Simply stated, as far as providing aid to low-income students, I would say: grants, si; loans, no!. Can you imagine two students who come from low-income families, getting married after graduating from college, with a \$10-12,000 mortgage on their lives? What kind of a solution is this?

The Ambiente of Higher Education- Perhaps the worst barrier faced by the low income student in higher education is the total ambiente of the institutions. The higher educational environment that is so foreign to him, and so resistant to change. Many institutions of higher education today have created sterile bureaucracies that sought only self-survival in a world of increasing enrollments, declining alumnae contributions, increased taxes tied to increasing costs of educating each student. This has created such a stubborn resistance to change that new ideas to bring about a different way

of doing things are almost automatically rejected. Add to this inflexibility, the usually conservative board of trustees, and administrators and faculty members who are more concerned with their own advancement than with their students, and you have one hell of a situation for the low-income student whose needs require changes in the structure, changes in attitudes.

Many, many times, it seems that the staff feels the students are there only to serve the institution. It should be the other way around--without the students, after all, the institutions could not exist. Instead of developing systems and approaches that are designed to serve the students, the administration all too often develops policies and procedures that are first of all most convenient to the administration, and to hell with the student.

For example, let's look at the procedure most institutions use to admit students. In order to apply for admissions, the student has to complete a very complex form, supply all kinds of information that usually costs money (transcripts, medical examination forms, and so forth), and then submit all this to the institution....with a \$5 or \$10 application fee. Now, to most of us, \$5 or \$10 is not much, but to the low-income student, this is a lot of money. We have a saying in Spanish that says: Si algo cuesta un huevo, y la gallina no pone, te quedas sin el. (If something costs one egg, and the hen won't lay, you'll have to do without it.) So it is with the low-income student and higher education.

Since I've been back in Texas, I've chatted with some of my friends in the junior/community colleges and I've learned that some institutions even charge a \$3 or \$5 fee for students to apply for financial aid. That is ridiculous. The student does not have the funds to go to college, and he has to pay in order to apply for these funds? Man!

The faculty and the instructional programs in many or most colleges are so bad that even the upper-middle class students reject them. To the low-income student, they are murder. I am sure we all have had instructors who gave dead lectures based on notes that date back to the early 1940's.

It seems to me that the best approach to serving the needs of the low-income student is to develop individualized instruction in all areas. Individualized instruction begins with the defining of very specific objectives for each learning unit in terms of what the student has to do, and to prove to the instructor that he has learned what it was intended that he learn. Then ways must be found to communicate to the student the information and skills that he needs to learn. This process includes using a number of different media, different approaches, written or produced at different levels. The student should also be given enough time to complete the work.

The instructors, though, in the final analysis, are the most important element in the teaching/learning process. If you have good faculty, the possibilities are good that you will have a program that meets the needs of the low-income students. And a lot of changes need to be made, particularly in individualizing instruction.

What do we mean by individualized instruction?

- (1) At El Paso, we are preparing packets, mainly printed materials. Half of the students can do well on this, half not.
- (2) For students who don't do well on printed materials we use cassettes to explain the material orally. Half of these students can work well with audio help of this type.
- (3) For the other quarter, tutoring is needed. The instructor can also help, on a one-to-one basis. And the student may also get good help from other students--from his peers. Peer tutoring is very effective.

In Bethlehem, Pennsylvania, where I used to be we had three low-income groups--Black, Puerto Rican, and poor White. We trained three students in recruiting--each worked with 15 students, one with each of the main low-income groups. Each helped his 15 students to register, and then continued to assist them when they had problems throughout the year. Of these 45 students, only five dropped out during the year. The peer recruiting and counseling system really worked at Northampton Community College, and we are adopting it in El Paso.

We must make a greater commitment to these students, and supply extra help where they need it, if we are to meet the needs of the low-income students.

Troy Coleman, Tarrant County Junior College: The needs of these students are often missed because they are not known to the administration. And I agree that in testing, there is a great gap in the training background of the students. The tests are clearly oriented toward White middle class.

Q: (Laredo Junior College): What do you do to let students know the resources that are available to them?

Coleman: I spend about ten hours a week at the student center--this gives me a chance to talk informally with students.

Q: What can we do to solve family problems?

de los Santos: We started a Spanish language newspaper, and we are operating a store-front counseling office telling of programs

and aides that are available, to families and to individuals. And I would emphasize, we of the minority groups can better understand the depths of the problem. It is essential for you to have minority members on your staff, therefore, if you are to communicate with the minorities.

Comment (Del Mar College): An economical way, other than storefronts and mobile counseling units, which cost heavily, is by using existing programs like Neighborhood Youth Corps and Boys' clubs to get the word out to potential students. In Corpus Christi, we have used these to open new channels to the "other world."

Q: Do you use a bilingual approach in El Paso?

de los Santos: We are 45% White, 3% Black, and the rest are Mexican-American and Indian (except for a few Orientals). Therefore we must be bilingual, at the very least. We take people who are not functionally literate in English and we bring their skills up. In nursing, 50% of the entrants in the former one-year LPN course in El Paso had been dropping in the course of the year. None of the original seven faculty members spoke Spanish. When we took this program over, the first thing I did was to hire a Spanish-speaking nurse--and she is preparing cassettes on a bilingual basis to assist Chicano students. We would like to make it all bilingual--teaching English to Chicanos and Spanish to Anglos--but this would be too expensive for us just now.

Q: Are students ever allowed to take screening tests in Spanish?

de los Santos: No. We can only train them for the English tests, at present.

Albert Besteiro, coordinator, Mexican-American Border Consortium of junior colleges: Last May, the border colleges got together to see what could be done to get better test instruments. Too often ACT tests are used for placement in college programs, and this is unfair to the Mexican-American students. We met with ETS people, and wrote a proposal for funding to provide more valid instruments to use with Mexican-American students. (This has now been funded, as a Federal project.-Editor.)

Coleman: Too often we lean too heavily on the results of tests.

de los Santos: The most important factor is a staff that is concerned and committed. And it is better to serve a few students well than many students badly.

Comment: But this can only be a temporary expedient. A completely open door must remain our objective.

III. RECRUITING AND TESTING THE "NEW STUDENT"

1. RECRUITING COMES FIRST (New Jersey Workshop)

Nathaniel Allyn, Director of Comparative Guidance and Placement (CGP) Program, College Entrance Examination Board (CEEB): Information is needed to help students make decisions. We, at the college Board, are aware of the problems--and are moving in the right direction. But you must help us react. The College Board is working on problems of disadvantaged students of all types. We administer an upper division scholarship program. We have other programs such as CGP to help students qualify for other college opportunities.

Mrs. Dorothy Raine, Counselor, Sanford Bishop State Junior College, Ala.: About 99.9% of our students are Black. Whites go 32 miles farther to junior college, out in the country. But community colleges are meant to be people's colleges--to serve everyone.

Who is the new student? His parents do not expect more than high school for him. College? "No way." It costs money and he has none. He's sure he can't succeed in college--especially after high school, which was a nightmare to him. So we have to go out and get him. Some successful ways to get low-income students into the community college are:

- (1) Go into his community and find him. Make him aware that the community college is for him. Find the neighborhood leaders who are concerned about youth. Make them your friends and advisors--they will help you greatly.
- (2) Convince the youth that he has a chance to "make it." But be careful not to overstate your case, just to get warm bodies into the college.
- (3) Then bring them to your campus. For example: "Cajuns" are a mixture of White, Black, Indian, and French stock. A pocket of 100 Cajun families exist only 35 miles from Mobile--and of these only two ever got into college up to last year. One who did go arranged meetings for potential students in his home. And this year, 25 Cajuns entered community college in Mobile.
- (4) We got hold of the high school graduation lists, and called up the graduates--at night if necessary--and got them interested and met with them.
- (5) We also used our own students. We paid them with work-study funds to talk to potential students. (CGP) asked what influenced students to come to college--"friends"

are a #1 factor.

- (6) Try radio. Your local "soul station" is a great disseminator of information to the very people we are trying to reach. Tell them "we need you."..."We need 100 students like you."
- (7) Make contact with the churches. Minority people use them.
- (8) Local community action groups help us to reach minority and poverty students.
- (9) Satellite centers in the neighborhoods help. They should be set up to give information, tutorial services, even recreation--and recruiting.
- (10) Get to know your high school counselors. I hope that no junior colleges here use admission tests. Community colleges should admit everybody--then test to help them after they get there.
- (11) You need a highly personal approach, with supportive services--peer counselors, etc.
- (12) And you need an instrument to find out where the student is--his achievements, attitudes, interests, family background, ambitions, fears, desires. High school records are available--but you need much more. CGP gives us what we need on this, much information for assessing student potential in two questionnaires and seven short tests, three of them non-verbal.

A particularly good part of CGP is subtest analysis, which reveals basic weaknesses of students so instructors can channel them into the courses they need. CGP is innovative. Constant revisions are made in the tests. And CGP costs little, only \$3.75 per student--and 10% can pay half price, if the students have to pay at all. CGP provides a comprehensive file on each student's ability and needs, for both the college and the student.

The secret of retention is in us--how we do our job in recruiting, testing and supportive services. Don't put all the blame on the student. He knows he's in trouble. You have to inspire him. Then he will begin to talk about his weaknesses and strengths.

If you deal with minority students honestly and straightforwardly, they are relieved to know about their own shortcomings and

and what to do about them.

Question: What confidence is there in the results of CGP tests? Is it primarily a vehicle for starting discussion? Or is it more?

Answer: It is most useful for opening discussion with the student. I make it clear to him that we are only dealing with probabilities.

Robert Merritt, CEEB/CGP: What students need is non-directive guidance. They must learn to make their own decisions. Harlem ministers complained that the schools were not meeting the needs. Therefore, a college information center was set up in Harlem and it worked. The idea has spread. A mobile unit is planned in Baltimore. These devices get at the youngster who has been pegged into a particular slot, and give him a chance to move out.

You can tell the high schools, "We would like to help you, by counseling you non-college bound students." Teach the high school students to re-examine their own values and goals....CEEBS is working on games and simulations to help in this.

* * *

2. RECRUITING FOR WHAT? (Chicago Workshop)

Glenn Roberson, Illinois Central College, Peoria, Ill.--These are the disadvantaged, the low-income: Black, Chicano, but more often White; grades and motivation in school are lower; their language patterns are different; they are often aggressive. They play roles--"fronting"--as a protective device. They are called "negative." Here are some facts of the problem:

Recruiting: Ask yourself: What for? Basketball? To get US funds? It must be based on honest Christian ethics--or fail. If your motives are not right, not basically sound, forget it....Institutions must furnish in-service training for staff and students. Students will also change the institutions. Unless you are ready for change, don't go recruiting.

Tests are neither good nor bad--it depends on the way they are used. We know that people who are low in high school grades and tests can do well in an actual college situation. For 51 per cent of the picture, factors other than test scores are more important--motivation, money, etc. High test score people go to Harvard--you can forget about them. For the others, test scores may be useful for placement.

Financial Aid: This problem involves family responsibility too. Besides federal aid. We need to get other sources of aid from the community--first of all students must have enough to eat. And money for books.

Counseling: But this is not enough. You have to work with students, help them, gain understanding. He wants an honest appraisal of his chances--in various courses. We need some minority counselors and staff--or credibility staffers. You can't force students into remedial work.

Innovations: (1) At Illinois Central, we have telephone registration. It takes three minutes, for part-time students. It has increased registration. (2) We train our high school counselors--they now know the score.

Shelley Halperin (CEEb): These facts apply equally well to all poor students. Puerto Ricans, Chicano, Indian, Appalachian students. BUT--we must remember, tests are standardized on group averages. They do not take individual differences and motivations into account. In all tests, reading is essential. Bright "non-readers" do badly, but may succeed if new technologies and approaches are used. Tapes,

"talking books," etc., may supplement reading. Use of "carrier subjects" like sociology helps the student to learn reading. He must not be imprisoned by his poor education in the past.

Clara Fitzpatrick (CEEb): There is no use in recruiting Blacks if you have SAT entrance exams and no financial aid. Testing comes after the recruitment, if used for placement.

Si Purnell (McKinley House): Our business is recruiting. We say any high school grad or 19-year old who comes to us can enter college. I don't see why any college can't find Black students, if they want them. I don't believe a recruiter who says he can't find them. We've had 3,000 students at our door--and we also go out and find them. But the White counselors only work from nine o'clock to two o'clock, then off to the suburbs.

Only two Black kids get over 500 on CEEb tests. They are culturally disadvantaged. Institutions are more interested in getting students with high average test scores. Tests must not be used with cutoff scores.

You don't have to wait until you've changed your school. Get some Black students and they'll change it. "I was really surprised to find AAJC sponsoring a workshop at Malcolm X. It is like the fox feeding the chickens....They are concerned about us at last."

Black students have the same needs as other students, and a need for the same facilities. We have street students who have succeeded at Dartmouth and other colleges. If you want to recruit students, get off your behind and do it. But bring money.

Philip Ayla (Chicano student): We have bilingual problems that Blacks don't have. Malcolm X College is going to have bilingual exams next fall. Spanish should be used in the classroom too. We say, "Switch it around. Say it in Spanish. We aren't retarded." Testing has been the side door open to all minorities. Now it is realized that they can succeed, and doors are opening. Chicanos are all over, right outside your door. Look for them. Treat us not as a minority, but as human beings.

Ron Mosely (Malcolm X student): I worked in peer counseling last summer--and I believe most of you are missing the boat. Start by recruiting counselors, from the group you want to reach. Suburbanites can't do it. Let the minority counselors recruit from their own group. At Malcolm X the problem is not space but funds. This new building is short of funds to hire teachers to teach those already here. We shouldn't even have any white teachers in a Black school....

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3. SIDELIGHTS ON TESTING AND RECRUITING
(Columbia Workshop)

Dan Beshara, College Entrance Examination Board, Atlanta: College Board is not that testing outfit in Princeton. It is an educational association owned by its members--in all levels of higher education--to facilitate the movement of students into higher education.

Functions are:

1. Testing,
2. Scholarship programs,
3. Advanced placement (for bright kids),
4. Guidance,
5. College Level Examination Program--especially useful for the returning GI, housewife, or senior citizen--anyone who has learned independently. This concept is sweeping the country--the "open college" idea, credit by examination only.
6. Comparative Guidance and Placement program--the purpose is not to screen people out but to put students into levels of work where they have a good chance of success. About 150 colleges are now using CGP--50 of those in the South.

Pauline Moore, Counselor, Southeastern Community College, Whiteville, N. C.: Mine is a college that attracts Black, white, and Lumbee Indian kids. We have a person-to-person effort by teams of recruiters, eight or nine teams of counselors, teachers and students. They help the prospective low-income students to fill out the forms. We have found the CGP program very useful in helping students find the level where they can work. Now 88% of our students are from families under \$7,500 income. How can these students make decisions alone--decisions involving college work, military service?

We can offer many forms of financial aid--grants, vocational rehabilitation, social security, loans, scholarships, work-study. This has greatly increased our retention rate.

We try to work with every student as an individual--and show an interest in him. "No person can become more than someone believes he can become."

When students are tested, we try to see that they have already filled in the biographical part of the form. It gives them a chance to ask their parents questions about income, etc. Also, they fill the interest parts of the test first. These data are very useful to us in initial interviews. Reading and math scores are also significant--we sometimes have to develop special programs to meet

their needs. We hope the lower schools are doing more now than they used to, but meanwhile we have to do our best to help students realize their potential. We have to take them where they are and take them where they want to go. Every student has potential. But students are concerned with now, not with "being a potential." They need to be accepted. The dignity of the student needs to be protected and enhanced. All of us cannot be doctors. But we can have job satisfaction.

CGP helps us to diagnose the student's ability--he may be placed in regular math, but special English classes. Our "Special Needs Program" uses student tutors to assist others.

Should students be segregated into developmental classes, or put in regular classes and simply give them more time to complete the work? You can't fool students by changing the name of the course. Don't make them feel poor just because they haven't much money...On our forms for student aid, we include room and board as a family contribution, usually \$200. Also, student contributions to the family are taken into account.

We must make our legislators aware that financial aid must not be cut off at the four or eight semester point--they may need more time.

Larnie Horton, President, Kittrell College: Mrs. Moore has given us some practical information. "You can catch more flies with honey than you can with vinegar--but what are you going to do with all the flies?" The college must be made attractive to low-income people, poor Whites as well as poor Black or Chicano students. Black and Chicano studies are not going to solve all the problems.

Pauline Moore took the college to the people, across the tracks. You can find the people all right--if you try. But you must have resources to help them....

You must develop a success syndrome to replace the failure syndrome. They have had 12 years of failure. This must be changed. For one thing, you can cut off punitive grades--don't give the student a "prison record."

Then, the whole educational process--instruction and counseling--must be individualized. Tutoring--peer counseling--and so on.

The evaluation process should be geared to output--the student at the end--not to input. We must be accountable in terms of results.

Question to Mrs. Moore: Will tutorial work help those with

limited skills?

Moore: In our basic skills program, 18 out of 24 succeeded, moved on. Student tutorial programs also help with special needs.

Question to Dr. Horton: What outputs should we use to measure our results?

Horton: One measurable result is the attrition rate. It should be dropping. We should not "strain people out," but select them in--and keep them. Rate of success in study is the real measure of accountability. We must enable them to succeed... Individualized work has problems. Some students can't take this much responsibility. You have to work with them.

Question: How do you approach the student with pride in his subculture?

Moore: First determine if the pride is genuine--if so, it is great. If it is only a defense, then help him gain self-respect. If you can't get to a student, find someone who can.

Horton: The term "these people" shows an attitude. Community college is for the needs of the people--all people--wherever they are, whatever their needs and feelings.

Comment (Black student): The term "subculture" itself implies a lower culture, to us.

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4. TESTING LOW-INCOME STUDENTS
(Fort Worth Workshop)

Jane Porter, College Entrance Examination Board, Austin, Texas: In order to make winners out of losers, we must not only recruit students but train them, provide financial support, and place them in jobs. We must not simply look for talented students.

Today, many new devices are being used. The Southern Association of Schools and Colleges has a special program to aid disadvantaged students. Of the students they worked with, 75 per cent went on to college, 10 per cent to technical schools. But the program was very expensive.

In another experiment, Project Access, in five cities (Los Angeles, Detroit, Washington, Chicago and Dallas) the SAT test was used--and it turned students off. In Dallas we learned that many youngsters had talent not previously identified--and also that most of these kids were not transients, as some educators had previously assumed.

There are times when tests are not appropriate--but yet they work for some. Studies of the validity of tests, however, have proved that they should not be used for prediction of success for minority students. The tests tend to down-grade minorities. But there are exceptions. At the Essex County College, the standard tests tend to over-predict success among the Black and Puerto Rican students in Newark.

Another thing: Tests should be given by minority staff. They perform better for a member of their own group.

In CEEB studies of attrition, when supportive services are provided 70 per cent return for the second year of college. But family aid is needed to keep many of them in school, and this is not under the college's control.

Scott Drakulich, psychometrist, Essex County College, N.J.: At Essex County College we are aware that self-concept, motivation, level of aspiration, family background, and anxiety, as well as verbal ability, all affect test scores.

But at Essex County, an open-door college, we need to know what our students know. So we use tests for placement, not for admission. We use CEEB-CGP (Comparative Guidance and Placement) tests for placement, and also use the CGP demographic data for our financial aid programs.

We started with the ACT tests. But we found that our 55 per cent Black, 35 per cent White, 10 per cent Puerto Rican, students

clustered at the bottom quartile--especially on ACT. CGP tests serve us better because they are standardized on a wider base and give us more biographical data. The CGP Interest Index also shows what our students like to do. There are seven tests, 3½ hours long in all--but we don't always use all of every scale. We reduce the total time to 2 to 2½ hours.

Our English department people devised their own tests because they thought it would be less biased toward the middle-class point of view. But it turned out that the CGP test section on English was at least as valid, in fact slightly more so.

At Essex County College we do not use the predictive part of test--we delete this from the form. CGP cooperates with us in these matters.

Advisement is done by counselors, and student counselors, on the basis of CGP, high school records, and other data. In developmental reading, students are usually re-tested. Some are found not to need this course--25 students last semester passed on re-examination, and did not take the developmental course.

We always ask the teacher to identify students who are not placed correctly. You have to evaluate each placement.

We give the CGP every Monday night--or individually. We explain to the students that this is for our guidance only--not something to worry about not passing. We use special tests for nursing students, foreign students, and other special groups. We are flexible. We work with students. We use credit by examination only for up to 12 hours' credit.

Rolando Velasquez, Essex County College student: To recruit students, you have to overcome their lack of interest in going to college. One of the best devices for this is peer-group recruiting--it is effective. But the student recruiter must be well informed about registration, aid programs, and such things.

Once the student comes to the campus, the same student counselor should continue to help him, through the first year at least. College staffs should be trained to understand these students, and not to be surprised or intolerant of questions that may seem rude or impertinent.

Colleges should be in touch with the Neighborhood Youth Council, poverty agencies, and model cities program, if there is one, in recruiting. And the mass media should be used, especially radio stations the students listen to--"soul stations," etcetera. Pamphlets and leaflets can also be used but only if they are brief, spicy, and colorful accounts of college programs and activities.

Once on campus, tutorial services are essential to keep these students.

There should be better communications with students. Invite them to these types of meetings, as these AAJC workshops have done.

As for financial aid, the 18-year-old vote will give students more of a voice in this. Maybe they can make Congress see that aid to students must be enlarged, to help all those who really need it.

Jack Elsom, Ranger College: First, ask your staff: Do you really want to educate minority students? If you try to recruit them but don't change your methods, it's no good. And the faculty must be prepared to do some things differently, to attract and hold them.

Second, you have to find out about your college image, in the eyes of the students, that is. The best way is to ask the students. They are very frank.

Third, you have to analyze your potential clientele. Many communities are involved--not just one. Even inside a minority group there are different "communities."

The best means of recruiting is by personal contact. We must remember that. And we must cut registration red tape.

On testing, I think some of the remarks here show a misunderstanding of the purpose of testing. Students have to learn to fill out forms--but we should be able to tell the student immediately whether he qualifies or not.

Tests are measures of behavior that are not too significant for minorities. Tests are necessary--but they need constant revision. We have to find out where the student is--and where we want him to be at the year's end. And he needs to be told what we expect of him.

Basic studies programs are also essential, to provide the necessary tools to students. We don't have basic studies as such, but a regular course plus a special independent study lab for those students who need additional help.

We must provide the students with some assurance of success, to bolster their confidence. They need recognition--especially on a large campus. Individual contacts help in this--particularly peers, other students.

Cesar Trimble, CEEB, Austin, Texas: Recruiting and financial aids go together for the low-income student. Hungry students can't learn very well.

The College Board sponsored a survey of financial needs in the Southwest last spring. The result, quoted in Higher Education Survey No.5, shows that the typical two-year college student needs \$1,672 a year. This should dispel the myth that community college costs a student only \$200 a year.

If we are going to help students, we should go all the way and do the job right. But grants are hard to get, and loans easy, in community colleges....

Private institutions help 80 per cent of their students from families with less than \$6,000 total income. Public community colleges help only 43 per cent of these students.

Q.: What are the criteria for "Project Deep" at Newark County?

Drakulich: Students must be over 25 and high school dropouts. In this project, with 24 hours of college credits, the students automatically get high school equivalency ratings whether the college credits are transferable or not.

Q.: What other recruitment ideas have been tried successfully?

A.: Maintain mailing lists of high school graduates, etc., to mail letters about new programs, events, and so on to selected groups. This helps to make potential students more aware of the college.

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5. RETAINING THE NEW STUDENT
(Los Angeles Workshop)

Nathaniel Allyn, New York: Testing shouldn't be used as a barrier to college, but as a facilitator.

CEEB is a private testing organization, owned by the participants. One of our problems is to prevent teachers and counselors from using two-digit scores as a peg for evading their responsibilities. Misuse of tests is very common. Put them in the right perspective. But let one very successful dean of students tell of his experience.

John Freemuth, Dean of Students, Foothill College: I want to tell you how one college has been recruiting and guiding low-income students; how one institution changed itself.

In 1968, it was evident that Foothill College was not serving the low-income part of the community. We developed community research to find out how many we were missing. In the Chicano community we found the students typically dropping out of high school at 16.

Our first conclusion: Any program, to be effective, must be run by people from the groups we wanted to help. So we hired John Velasquez as our multi-cultural coordinator, and one other Chicano--also two Blacks and an Asian--and went out to recruit.

We developed a program in basic communication. Also we started counselors aides--a three-week class, giving paraprofessional training in counseling, and practical work with students. A peer counseling program.

When we started all this, we had less than 300 minority students. Now, 1,341 out of the 9,380 students at Foothill are minority students, as of the fall of 1971. We have a Mexican-American studies AA degree program--but otherwise courses in minority studies are dispersed, available to all.

Other things we have done include these:

We have a full-time Black financial aid officer--with a staff of three.

We have a meal ticket program--\$1 a day for lunches, if the money is needed, which makes all the difference to some.

Also we have a free textbook program for those who need it.

We have set up a series of 22 basic self-instruction programs, in which students progress at their own pace, to make up deficiencies. Plus tutoring. Our peer tutors earn work-study pay and also some

college credit, for up to 15 hours of work a week. Some of them are assigned to high schools, to help students of similar background.

We have organized student car pools to help with transportation.

We also use small-group counseling--with counselors and aides participating.

In all this, we came right up against the problem of testing. We are a national testing center for ACT, have been for years; but we needed more information on students. So we have been using CGP (Comparative Guidance and Placement, CEEB) as a voluntary device. We try to get students to take it--to help us to help them. CGP has a student interest profile, performance forecast, and financial need indicators, all of which tells us about the student's needs for counseling, etc. Out of 1,500 entering students at Foothill, 900 now take the CGP.

We have 80 students working as counselors, tutors, aides of all sorts.

Richard Ferrin, CEEB: Research of CEEB into community colleges in Midwest shows that remedial programs don't do the job.

Q.: What special courses does Foothill have in communication?

Freemuth: We use courses in English as a second language, and bilingual counselors as well.

Q.: How much does CGP cost?

Freemuth: \$3.75 a person--but there is a fee-waiver provision for those who can't afford to pay.

Q.: Do the universities demand ACT or SAT tests for transfer?

Ferrin: They may require them in theory--but they don't look at them.

Freemuth: At Foothill, 90 quarter-credits units with a 2.0 average or better and the state university system will accept you; 84 units for state colleges. If a student doesn't have these credits, he may have to take SAT or ACT tests to get into the university.

Student: Who makes the tests?

Ferrin: You're asking if the tests are biased.

Allyn (CEEb): SAT is the scholastic aptitude test made and

used by the College Board. It is intended to yield a measure of prediction of success in college.

Faculty member: The "magic cutoff" on one test was a score of 800. This was never followed up to see if it was valid, in predicting success.

Allyn: You've got to put these silly tests in the right perspective. Tests should be used only to assess the individual, place him in the right programs--not to exclude him from college.

Student (Napa): My high school grades and test scores were mediocre. But in Napa I really dig the learning process. And I'm doing well.

Felix Diaz, (Counselor, Victor Valley College): When I was tested for graduate school the predictions were, I couldn't succeed. But I fooled them--I'm here. Despite the tests.

Allyn: CGP can be used in a humanistic way, to help the student, by placing him where he can succeed.

Black Instructor: Not if someone else makes the decision for him. He's got to be allowed to make his own decisions, or at least to be in on the process.

Q.: How many students have had tests used against them?

(Many hands were raised.)

Allyn: We must tell our students how the tests are used. We must do a better job of communicating.

Robert Gilliam (ACT representative): The ACT (American College Testing Program) test was never constructed to be an admission test, but a facilitator. Our new "Career Planning Profiles" are also designed to help students, not to exclude them.

Q.: How much do they cost?

Gilliam: ACT and Career Planning tests cost \$6 each to students.

Student: Students are scared stiff of these tests--and blow them.

Freemuth: We don't use any tests to screen out students. You should attack the four-year colleges for using them that way. They are using tests as a means of keeping registration down.

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Allyn: The point of CGP is, we assume the student and counselor will look at this document and know more about himself in relation to others--and make his own decisions more wisely, after a student-counselor conference, of course.

Student: But usually the counselor tells you. He doesn't discuss it with you.

Freemuth: You'd better take this up with your college administration.

Faculty member: It is up to all of us as educators to break down the mythology of testing, and prevent the misuse of tests.

Ferrin: I think few students are excluded from public colleges now on the basis of test scores.

IV. FINANCIAL RESOURCES FOR THE LOW-INCOME STUDENT

1. AN OVERVIEW OF FEDERAL PROGRAMS (Fort Worth Workshop)

Arnulfo Oliveira, President, Texas Southmost College (Chairman): This is a touchy problem, getting the money to those who need it. We need to inform both students and parents of the assistance that is available. They don't know about grants--and they are suspicious of loans.

Gordon Flack, Coordinating Board, Texas College and University System: This workshop comes at a time when Congress is considering a package of proposals that seeks to assure, for the first time in history, equal postsecondary education opportunities for all our young people. The goal, I know, is as important to you as it is to me.

Attainment of this objective will not be easy, however. It will require a new sense of urgency on the part of community colleges to open doors to more students, and to retain those students by initiating many new reforms and innovative concepts which are possible only at community colleges....

The past decade has been a period when for the first time it was possible for a large number of poor, both Black and White, to enter college. Under the Office of Education's National Defense Student Loan Program alone, almost one-half million needy students received assistance last year. Additional hundreds of thousands were aided by other Office of Education programs such as College Work Study and Equal Opportunity Grants; and through such educational programs as Upward Bound and Talent Search tens of thousands of Blacks and other minority members have been and are being helped to realize that they too can enter the mainstream of American life through higher education.

So, we have made some progress.

How can we best help low-income students? First, by changing many of our concepts of recruiting and retaining students in order to provide more young people with the education necessary to compete in the system; second, by using federal assistance already available to aid low-income students, especially programs that we are not taking advantage of to the extent that we might; and third, by awareness of the need to become politically viable, to garner a greater amount of government and private funds for low-income students....

There is no question but that all community or junior colleges operating in our region are "open door" institutions. All of them will admit any student who knocks on the door and has the prerequisites to partake of existing programs, but does this really meet the

community college commitment to provide all needed educational services to all citizens beyond high school? The results of a fall 1970 survey conducted by the Compensatory Education Project of the Coordinating Board indicated that although the Black population makes up about 13 per cent of the Texas population, it makes up only 7 per cent of the community colleges' student body. Texas has approximately 15 per cent of its population with Spanish surnames, while in community colleges only about 10 per cent of students have Spanish names. From these studies it would certainly appear that the community junior college students are not representative of the Texas population in terms of ethnic background. And the chances of low-income students, students from families with incomes of less than \$3,000, attending college are only 18 per cent, while families with incomes over \$15,000 send 90 per cent of their children to college.

Speaking then in a gross generalization, community colleges, in Texas at least, concentrate their services on students from higher than average income levels--students who are White Anglos rather than Black or Chicano, and students interested in transfer to traditional bachelor degree programs. It is clear, then, that Texas community colleges do not live up to their commitment to provide all educational services to all citizens beyond high school. Even fewer students are being served by community colleges in other states of our region. Louisiana has only six community colleges serving less than 7 per cent of the total undergraduate enrollment; Arkansas has only four community colleges serving less than 8 per cent of the student enrollment; New Mexico has only six public two-year institutions serving less than 9 percent of the student enrollment; and Oklahoma's 13 public two-year institutions serve only about 12 per cent of the state's total of students. Nation-wide, there are more freshmen in junior colleges than in senior institutions. I am certain this is not the case in our region, though in Texas nearly one-third of our college students are in community colleges....

Transportation is frequently a problem for low-income students. Most community college campuses are built on "country club" sites at the edge of town where land is less expensive and more available. What does your institution do to insure that low-income students have transportation to your campus?

A study by the Compensatory Education Project revealed, believe it or not, that only 26 of the 40 community colleges in Texas were participating in the Educational Opportunity Grant Program in 1970, and only 15 were in the National Defense Student Loan Program. Work-study funds were accepted by a greater number; all but five or six institutions receive work-study assistance. The most popular program in Texas is the Texas Opportunity Loan Program, which accounts for almost half of the student aid distributed in our state.

It is tragic to note that some of the community colleges in the Valley and along the border have received below the average amount of

student assistance available per full-time student. These are, of course, in the areas with the lowest family incomes. Several East Texas institutions have pathetically low assistance to low-income students. One institution in South Texas does not participate in any of the student assistance programs. And the range of assistance for full-time students participating in federal student assistance programs starts with a low of \$8 per full-time student per semester and extends to one West Texas institution which gave over \$500 per semester to each needy full-time student. Part of the reason for the large differences is the way that the total cost of attending college is figured by the financial aid officer. Some financial aid officers do not take into proper account tuition, fees, books, clothes, meals, transportation, school supplies, and money for incidentals, which should be considered in figuring a student's needs. Federal guidelines for the work-study, grant and loan programs all provide for the inclusion of these costs in the calculation of needs. The community colleges with the greatest number of low-income students are frequently the very ones that are the most conservative in figuring a student's needs....

It may be of interest to you to know that the Department of HEW has established the Division of Student Assistance in the Office of Education, Bureau of Higher Education. This new Division will administer Upward Bound, Talent Search, Special Services to Disadvantaged Students, National Defense Student Loans, College Work-Study, and Educational Opportunity Grants. I am sorry to have to report that there were some Texas colleges that did not meet the last deadline for these programs. It is very difficult to see how a financial aid officer could overlook something so important in meeting his responsibilities. Any information you need on these programs is available from the Regional Office of Education, Department of HEW. To summarize:

1. Educational Opportunity Grants are available for students of exceptional financial need who, without the grant, would be unable to continue their education. Grants of up to \$1,000 a year are available for four years of undergraduate study.
2. The National Defense Student Loan Program makes it possible for students to borrow up to \$1,000 each year to a total of \$5,000 for his undergraduate study and up to \$2,500 each year for graduate or professional study, up to a combined total of \$10,000 for both undergraduate and graduate study. Repayment of the loans begins nine months after the student ceases at least half-time study and may extend over a ten-year period. Interest charges of 3 per cent begin at the start of the repayment period. Forgiveness features have been abolished in this program.

3. The College Work-Study Program provides to students job opportunities within the college itself or with a public or private non-profit agency--such as a school, a social agency, or a hospital, working in cooperation with the college or university.
4. The Guaranteed Loan Program enables students to borrow money directly from a savings and loan association, credit union, bank, or in the case of Texas the TOP program. Depending on the year in school, students may borrow up to a maximum of \$1,500 if the family adjusted income is under \$15,000.

Ninety-five per cent of the student financial aid is available under one of these programs; however, there are other programs which you may find of interest. These include:

1. Talent Search, Upward Bound, and Special Services Programs: Provide for assistance in identifying exceptional ability, and for remedial programs. Upward Bound is a pre-college program to assist disadvantaged low-income students, primarily Black and Chicano. Only three or four colleges have it in this region--Beeville and Dallas among them. The closing date for applications is January. (There is \$52 million involved).
2. Veterans Programs: Basic G.I. assistance is still only \$175 per month. PREP, Outreach, Remedial, and Tutorial Programs. Contact John Mallan or Lee Betts, AAJC, One Dupont Circle, Washington, D.C.
3. Social Security: Assistance for students with parents deceased (your local social security office has information on this).
4. Nursing Programs (Scholarships and loans)
5. Law Enforcement Education Program: \$29 million is involved here this year. Closing date for next year is April. For students, \$300 per semester is allowed. One-half of the applicants are junior colleges.

These, then, are some of the areas in which your institution may be able to secure additional sources of financial assistance for a few of your students. Again I want to emphasize that these main programs of student assistance are not now being used to the extent they should be, to see that each needy student is receiving the maximum amount of assistance available to meet his needs.

Community colleges should work to see that legislation is enacted that will more effectively serve the interests of the student.

The Emergency Committee for Full Funding of Education Programs is probably our greatest hope for securing the greatest amount of federal funds possible for all of education. It has experienced many successes and some failures. However, it has always generated more funds for education than would have been possible if each lobbying group competed separately for individual funds. The American Association of Junior Colleges is a member of the Full Funding Committee, and your interests are ably represented by Frank Mensel of AAJC, who chairs this committee. But he needs the support of your representatives who will speak out in Congress and the legislature for programs that will assist the low-income student.

The appropriation fight is an annual event. All of us, students, faculty, and administrators, should be active participants. Our administrators have taken the leadership in the past. It is equally important for faculty and students to assert their interest in this area, and I strongly encourage you to organize into units which can reflect your interest and desire for student assistance and other programs related to low-income needs....

I am really making three suggestions: First, we must be more aggressive in finding ways to make the concept of equal education more viable through innovative reform measures which are needed in our community colleges. Second, we must be more aware of and responsive to existing sources of funds that are available for low-income students. Third, our efforts to marshal more funds at the federal and state levels must reflect our concern for the needs of low-income students.

Bob Leo, Dallas Community Jr. College District: My role is finding sources of help--both human and financial--for our colleges and for student aid. In addition to direct government aid, indirect aid is possible. I have just today been meeting with civic groups to try to mobilize community resources for our colleges....We need total response to a student's needs. For example, how do we get free medical help for a student in need?

Here are some miscellaneous resources which should not be overlooked:

One little-known resource of help to low-income students is the Volunteer Action Agency - Vista and the Peace Corps. Students can work a full year on this program, with pay, and get a year's college credit. But only Malcolm X, among community colleges, has used this.

Community Action Agencies: In Dallas, we work closely with ours.

Foundations and service clubs are potential sources of aid for specific needs of students. Also small trusts in banks often donate residual amounts to college loan funds. Get to know the trust officers at your local banks.

Tutoring programs for G.I.'s - The college is reimbursed for this....

Dave Gardner, Tarrant County JC financial aid officer: If a college is to have a student aid program, it must be adequately staffed, so the office won't overrun by 15,000 students. One person cannot deal with the needs of 500 or 600 students in a week or ten days and remain sane.

How can you keep track of all the programs? And apply in the right place for the right program at the right time? How do you inform the students and parents?

Those who need aid the most are usually the least able to repay loans. Our state loan program has a 35 per cent to 40 per cent delinquency rate. They say 9.5 percent, but this only counts those who are 6 months or more delinquent. A huge delinquency rate may be a major scandal in a few years. The public should be informed about this. Aid, not loans, is needed.

Q.: What other resources are open to students?

Menefee: Short-term loan funds have helped--and faculty efforts to find jobs for students help, as at Mt. San Jacinto College in California.

Gardner: We have a short-term loan fund--but a third or more of it turns out to be grants, when given to new students. They drop out.

Comment: The EOG program runs eight semesters only--so the student who needs more time may be out of luck. Such restrictions are unrealistic and should be changed.

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2. ADDITIONAL FEDERAL AID
(Chicago Workshop)

Clark Chipman, USOE Regional Office: USOE estimates there are now 8.3 million students in college. Of these about 1.5 million are receiving some form of federal aid:

545,000 are in the Work-Study Program;
297,100 have Educational Opportunity Grants; and
648,000 are in the National Defense Student Loan Program, which pays undergraduate students.

Another 1,247,000 students are in the Guaranteed Student Loan Program--but this is bank money, not federal money. Here are some additional programs that can be used for low-income students:

1. Economic Opportunity Act of 1964, run by OEO--supplies jobs off campus, 80 per cent paid by government, paying up to \$3.75 an hour. (The student work-study program is in USOE now.)
2. Special Services to the Disadvantaged--a new program in 1968. Three Chicago colleges have been funded: Malcolm X College, Kennedy-King, and Central YMCA Community College.

Marc Crudo, Central YMCA Community College: Work-study eligibility is based on need; the rate of pay, on skill. Yet the less the skill, the greater the need....As to loans, the students who need them most, can't get them from the banks. Packaging of aid is supposed to be adapted to student's individual needs. But there is not enough money to go around, to meet these needs. Many of the most needy colleges don't have staff to develop good proposals. So money is lacking....Another thing: Too often, the assumption is that there is something wrong with the disadvantaged. Pouring money into ghetto projects is on this basis....Year-to-year funding is also a problem. We need a comprehensive solution--an institutional one.

Major Harris: We can't depend on Washington. We must go out and seek additional private funds, while we keep the heat on the government for more funds.

Comment: Some students fear loans because of experiences their families have had with their payments.

Selden Menefee: Don't neglect the programs for Veterans and Servicemen as additional sources of student aid, especially if you are near a military installation. Write AAJC for information on this....And there are resources in every town. Barton County Community College in Kansas raised \$104,000 last year from private sources, just to supplement student aid. They brag that no student

in Great Bend need forego a college education if he has the ability. Every community has some resources it can use. You just have to look for them.

Q.: What about additional aid for Vets? If G.I. Bill benefits are not enough?

A.: (Clark Chipman)--Other programs can be used on top of G.I. aid.

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3. COLLEGE AND VETERANS AID PROGRAMS (Columbia Workshop)

Earl Moore, S.C. State Committee on Technical Education (Chairman): Once we get a needy student, we have a commitment to help him.

Harvey Sharron, Director of Development, Santa Fe College, Florida - In the fall of 1970, for the first time, a majority of all freshmen entered community/junior colleges. Over five million students will be registered in these colleges by 1980. There are over two million already in. Community colleges generally have done a pretty poor job in helping low-income students. The real barrier is the economic one--not enough money available in the colleges. This need not be so. There are additional resources you can draw on for the benefit of your students.

In 1963, Congress authorized funds for higher education on a large scale for the first time, for facilities. In 1965 the Higher Education Act was passed, with these Titles especially useful to the community/junior colleges:

- I Community Service
- II Library
- III Strengthening Developing Institutions
- IV Student Financial Aid Programs
- V EPDA (Education Professions Development Act)
- VI Undergraduate Instructional Equipment

There are, of course, three main types of student aid: Direct grants (EOG), work-study, and student loan programs. But there are many others, including the G.I. Bill, MDTA, Vocational Amendments of 1963 and 1968, the Allied Health Professions Act of '64, and the Nurse Training Act of '64. There are 109 different higher education programs operative today.

Most higher education funds for students, in fact, do not flow through USOE. Much aid flows from Labor, Justice, etc. Here are some angles you should consider:

- (1) The Federal Work-Study Program--This is usable for summer employment as well as for campus jobs in the school year.
- (2) Co-op Education--Funds for administration (and for students, under work-study) are beginning to be available.
- (3) The Emergency Employment Act--\$1 billion has been appropriated to pay vets and non-vets--in addition to student aid funds. Community colleges can do the training for jobs in this program.

Then there are private resources: over 18,000 foundations. Plus company foundations; 42 North Carolina and 62 South Carolina foundations are set up to help education. The Ford Foundation makes a major contribution to minority students' education. Ford supplies up to 80 per cent of the costs of students transferring from junior to senior colleges--if your dean of students asks for it.

Local resources should not be overlooked, either. Most civic organizations will give scholarship or tuition funds. Most want to give \$100. But you can multiply this. By using it for matching purposes, you can get \$9 for every dollar, from federal programs.

Off-campus work-study projects with non-profit agencies: These agencies (such as city governments), pay 80¢ an hour, on a matching basis, and this means jobs for needy students.

There are many state programs for the needy, too, to help educate those on welfare. Fourteen states passed laws on this in the last six months.

Your student financial aid officer is perhaps the most important person on your campus. We of the middle class have some misconceptions, that the student can work his way if he really wants to. It's not that easy any more. Tuition, fees, books, transportation, and even recreation cost money--plenty of money. But you can help a student form a car pool--and finance a car! Up to \$1,000 in EOG funds are available--and can be matched by work-study and other funds if necessary, to keep these students in school.

William Hatlestad, AAJC Veterans' and Servicemen's Project: Veterans' education is a good investment. Many vets are disadvantaged. Local colleges are urged to develop PREP programs and VA Hospital programs. One thing we need to do is to write representatives about our needs. G.I. Bill benefits need to be enlarged. They are inadequate. Here are some of the possibilities:

Programs for Service Men

1. PREP. AAJC has helped to organize more than 40 PREP

(pre-discharge education programs) at military bases and hospitals in all parts of the United States. Another 50 projects are in the planning stages. A list of these projects is available from AAJC, as well as guides for organizing PREP programs. Under PREP, up to \$175 per month is available to the serviceman even before discharge. PREP will pick up 75 per cent of the tuition also.

2. Military and veterans' hospital programs. AAJC has helped organize PREP programs at military hospitals, and is actively planning more such programs. This is a very high-priority item. A number of colleges are also instituting educational and counseling programs at veterans' hospitals.

Programs for Veterans

1. Remedial, developmental programs. Staten Island Community College has developed several successful "college readiness" programs for veterans who have academic deficiencies or who need refresher experiences.
2. Tutorial educational assistance. Students needing individual help to succeed in college are entitled to this assistance. Many colleges have instituted this program with the help of AAJC guidelines. Up to \$50 per man per month, nine months a year, is available to students needing this help, under college supervision.
3. Training of college staff veteran specialists. A model program has been developed by AAJC in Florida for the upgrading of the competencies of college staff who specialize in veterans services.
4. Cooperative ventures with the American Legion. AAJC and the American Legion are working together on several cooperative ventures, including a veterans outreach program, VA hospital programs, urban veterans' service centers, and legislative efforts.

For further information on these programs, contact John Mallan, Director, AAJC Program for Servicemen and Veterans, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036.

Discussion

Charles Weber, Midlands TEC: As a student, I say we're all in this together. We need better communications between administrators and financial aid officers. Short-term aid is needed for students who are ill, and other emergency aid.

Student Veteran: How do you speed up the veteran's check? I have six children and we are hard put when our check arrives late.

Hatlestad: We are trying to get the total amount of G.I. basic aid raised from \$175 to \$220, plus the allowance for dependents. After World War II, all tuition and subsistence costs were paid under the G.I. bill. Write your congressman about this and about speeding up checks.

Q.: How do you take \$1 and by matching, multiply it to \$20?

Harvey Sharron: Get the \$1 in gifts--match with \$9 in the NDEA Loan Program, for \$10--plus EOG matches this for a \$20 total. Or use college work-study: \$2 in local funds can bring you \$8 in additional work-study funds; match this \$10 to EOG funds for \$20.

We also got local banks to make available \$300,000 in student loans for Santa Fe College. The federal work-study program is administered by the states, as far as vocational or remedial programs are concerned. People on welfare, people with family incomes under \$6,000, are given preference. This is also a matching fund program.

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4. FURTHER COMMENTS ON AID PROGRAMS
(New Jersey Workshop)

Gordon MacPhee, assistant to president, Quinsigamond Community College, Mass., PWDI regional coordinator: I won't go into EOG work-study, Social Security benefits, nurses' aid programs and the like--they are all in general use. You can get pamphlets on student aid programs from the U.S. Office of Education. I'd rather mention a few that are less well known. Special Services for Disadvantaged Students, especially when combined with Upward Bound and Talent Search, make a very useful package; this combination is used in Worcester and in Fall River. We got a \$500,000 grant to bring in Spanish-speaking students--and once they were there we had to supply their books, get them jobs. New Careers is a Labor Department program. You write a contract with the Department of Labor to train a person for a job in three years--with a 100 per cent federal payment covering all costs for the first year, 65 per cent the second year.

Larry Poole, associate dean, North Country Community College, New York: I recently spent six weeks with AAJC, four more with Senator Javits, in the AAJC intern program. New legislation is pending: the Pell Bill would guarantee \$1,400 income per first time student. Part-time students will be recognized; regular programs will be continued. Planning funds for states are also included....Junior colleges get only 3 per cent of Upward Bound, 5 per cent of Talent Search funds; but in Student Special Services we got 70 per cent....Each college should have a specialist on federal and state affairs.

Comment: In Connecticut we are under severe state restrictions. Now that students can vote, they should reserve some of their efforts for helping education at the state level.

Poole: We should work at both federal and state levels. You can and should do more to trigger adequate federal and state programs.

MacPhee: A year ago students helped us to get state funds through the legislature to buy our new campus. We got the funds.

Harvey Schwelzer, Brookdale Community College student aid officer: We must remember that low-income students have some basic survival needs. First, money. The problem is to get enough money for all. Who should be in college? How to keep them there, and how not to break promises? Sometimes, as in law enforcement, after a lot of colleges get in and funds are not expanded, problems arise. Some New Jersey state programs need strengthening; though state scholarship programs are good. Brookdale is getting \$22,000 in Federal EOG money, for pockets of poverty--but \$230,000 in state student assistance and \$90,000 in other supplemental assistance.

Q.: Connecticut has only \$50 a semester in tuition--going up to \$100. But we have no county funds--only state money. How can you build a \$19 million campus like Brookdale?

A.: New Jersey is a wealthy state and Monmouth a wealthy county. The college answered local needs, so the county gave its support, and paid 50 per cent of building costs. The college always keeps the community informed of what it's doing--and planned carefully--so it got support of the "freeholders."

Lee Betts, Assistant Director of the AAJC Programs for Veterans and Servicemen: Of those discharged, 20 per cent lack high school; 30 per cent have high school diplomas but read only at the 5th or 6th grade level. The unemployment rate is 6 per cent; but the vet's is 14 per cent, and that of Black vets 20 per cent; and Chicano and Indian rates of unemployment are higher still. A new program on the Cruiser Sacramento, for 100 men at sea, starts today. Fort Monmouth and Fort Dix have PREP programs here in New Jersey. The PREP and Tutorial Assistance programs are basic. A new outreach program to reach the veterans is also operative now, with American Legion cooperation. At last, lists of discharged vets are available through the Legion....What is needed? A further increase in G.I. benefits, and an end to the 36-month limit. Some states subsidize veterans with supplemental benefits....What has your college done? How many veterans do you have on campus? You can get jobs for them under the EEA (Federal Emergency Employment Program)--Baltimore got 26 community college students jobs under this. Aid to veterans can be tied in with other programs too.

Q.: Do students feel student aid is adequate?

A.: (Essex County Student) - No.

Q.: What is needed?

A.: \$7,000 a year, to pay rent, living, and all school costs.

MacPhee: We figure a package of \$2,000 to \$3,000 for a single student. Students prefer grants--many are afraid of loans.

Schweltzer: Some students have to get loans to buy cars to get to the campus--and they have trouble paying back the loans.

Student: Loans are not always good because students may spend them for family, other purposes than education.

Goodrich: Unfortunately, some financial aid officers view the funds they control as their personal preserve; they do not give minority students the information they need on types of loans available, forgiveness provisions, and so on.

5. HELPING THE STUDENT ON CAMPUS
(LOS ANGELES WORKSHOP)

Ralph Schroder, president, Gavilan College, Calif. (Chairman): I was from a low-income family--we had an income during the depression of \$80 a month for my mother and myself. But I was told, "You've got to go to college." So I did. I used to think anyone who really wanted to could go to college. I have completely revised my views on this. It's not so easy today. What are the resources open to students to get and keep them on campus? That's the question before us.

Dick Hernandez, director of minority programs, Orange Coast College: I won't talk about EOG and work-study and student loans, you all know these programs. I would only add that a creative administration uses all the rules and regulations in these programs to help get more financial aid for those who need it. And it can do more. For example, at one college:

- (1) Students suggested a special library, rotating text books on the honor system--to be returned at the end of the course.
- (2) We are getting jobs for students off campus--through the post office, etc.
- (3) We keep close track of scholarships and inform students about them.
- (4) We use Neighborhood Youth Corps and anti-poverty agencies as a source of jobs.

You have to balance your programs--work-study, EOG, and others outside the government programs. You must keep close personal contacts with people who have jobs available.

Chadwick Woo, Los Angeles City College Financial Aids Officer: We have secured loan funds for veterans who are waiting for checks to come. When the computer is late, for example, work-study checks are also late sometimes.

We also have a semester-long system for students who can't afford to buy textbooks.

Robert Cook, Director of Research and Special Projects, L.A. Southwest College: I'd like to talk about pending federal legislation. The Pell and Green Bills agree in increasing authorizations; students could borrow up to \$10,000 under the Pell Bill, \$7,000 under Green Bill, if the authorizations were voted. The Pell Bill emphasizes aid to students, the Green Bill institutional aid.

The Pell Bill would authorize up to \$1,400 aid per student per year--up to 50 per cent of the cost of attendance--for tuition,

room and board, books, fees, etc. However, the expected family contribution would be deducted and the balance needed would have to be at least \$400 so you'd get at least \$200.

Selden Menefee, AAJC: I'd like to add, on legislation, that even if the best parts of the Green and Pell Bills are combined in conference committee, all this would do would be to authorize new aid programs (and extend the old ones) through 1975 or 1976. The real fight would then be to get the authorized funds appropriated--and even if that were done, the first money would not be available until 1973 under the new legislation.

I think every college should also be in touch with the local Veterans Administration offices about G.I. benefits, classes in veterans' hospitals, about the new PREP (pre-discharge-education program), about tutoring benefits (\$50 a month if needed); and the college should reach out for returning veterans through the AAJC-American Legion program of contacts. Not enough veterans are taking advantage of the programs that are available to them.

Milo Johnson, president, Mt. San Jacinto College, California: All our faculty members spend a couple of days each year looking for employers with jobs available--part-time jobs for students. As a result every student who needs a job can have one.

Chicano Student: These aid programs may be used as a weapon against us, too. They are not enough, they run out before they get down to us on the list.

Schroder: Many changes have been made in the last ten years. Democracy works slowly.

Chicano Student: We have been fighting for bilingual education since 1948--and only one school has adopted it here in California, to my knowledge.

Girl Student: You're going to have to change and adopt your colleges to our culture. Too often, once we get in there we find you are putting our people down.

Hernandez: We may "con" minority students into college--but we don't keep them. When they want to drop a course because they can't understand the professor, you know something is wrong--the communications are down. There is a barrier between academic language and street language. The Anglo world does have to adjust to their needs.

Student: Peer counselors scare me--they are playing two games. I'm sorry for them--they are caught in the middle.

Indian Girl: You're cutting down all the Anglos. You don't have to be an Uncle Tom to be a counselor. I am not playing two games, and I am a (peer) counselor.

Felix Diaz, Victor Valley counselor: Must a counselor live in a shack in the barrio to be sincere? I disagree. I won't do it. I did, earlier. I want a better deal for my family, now. But I have empathy--I have lived in the barrios; and I am involved with the students from the barrios.

Comment: Involvement is the secret.

Q.: Do you feel that Anglo counselors can't be helpful to Chicano students?

Chicano Counselor: They only get what they know from books. It is hard for them to relate. It helps, though, if they are bilingual, speak and understand Spanish.

Hernandez: An Anglo would have to work extra hard. And that's not easy. I am available 24 hours a day, after all, to my students.

Student: I was stalled by my counselor all fall. I finally got an appointment for December 27 (6 weeks away at the time).

Q.: What about the Asian students?

Chadwick Woo--There is no special program for Asians, counseling or otherwise. Yet the need is here--Asian-Americans are visible in the pool halls of Vermont Avenue. Los Angeles City College should have a special program for them.

V. MOTIVATING THE NEW STUDENT

1. THE NEWARK EXPERIENCE
(New Jersey Workshop)

Scott Drakulich, Essex CC, Newark, New Jersey: Some programs at Essex are for adults who never finished high school.

- (1) Our project DEEP (Degree Equivalent Education Program) allows such students to register as full students with financial aid. They can get this even in high school equivalency programs.
- (2) Developmental English is rejected by students because it offers no credit. But our English 091 & 101--a combination six-hour developmental and Freshman English course--is well accepted. Three hours are transferable, three hours are not, but there is no stigma here. This also helps the disadvantaged students to qualify for financial aid.
- (3) We use slides, films, TV, rap sessions, field trips to motivate students.
- (4) Audio-tutorial programs--We are giving the student a chance to set his own speed.
- (5) We use positive reinforcement--tell student what he can do, not what he can't. (As in the human potential seminar).
- (6) We use figures the students can identify with--like Dr. Charles Hurst, president of Malcolm X College, a folk-figure in Chicago.
- (7) Quizzes may help--as a learning device they are better than finals.
- (8) Our faculty members call the homes of absent students--it shows student we are interested.
- (9) State of New Jersey grants high school equivalency if student accumulates 22 hours of college credit. These are a few of the ideas we have used.
- (10) Let the students speak. We have to learn to listen. At this point I want to present four students I brought with me from Essex College.

Student #1 - Carolyn Keith: I came from a poor family, we moved a lot, which involved changing schools. When you move you generally

get put behind. I came to Essex County College for a nursing degree, and got into Project DEEP. I want my three children to get an education--so I have to get one. Without the chance to start over again. I don't know what I would have done.

Student #2 - Linda Thomas: I have lived in Newark 22 years. Now I'm in my second year of college. I have a baby and wanted to give him a decent life, so I entered Essex County College. I have 56 credits now and I expect to graduate in May and enter Seton Hall University. My grade point average is 3.8; my baby son's smile is my inspiration. My goal is to become a lawyer.

Student #3 - Rolando Velasquez (Puerto Rican): My parents never found the way of life they wanted in the U.S. I am a high school dropout; I dropped out when I was in the 9th grade. I became radicalized, but realized this would lead nowhere. I joined the Army, and got nowhere. So I decided to get the high school equivalency diploma--and got it. My views were still rather violent, but I got to helping other young people and this helped me. I want to achieve, so that others can look at me and know that they can achieve. And speaking of minority students: There has to be a special type of sensitivity in dealing with them. It seems very simple, to tell students they can go to college. But when they try, they run into paper work they can't cope with. The student who gets turned down on grades or on financial aid will never go back.

Student #4 - Preston Spencer, Brookdale Community College: Brookdale has motivated me. Conflicts with the bureaucracy turns people like me off. I said, "I don't want to go to college." Then I was challenged by this chance to try it. Brookdale tuition is cheap. But I still couldn't go without aid--and I got it. Now I can be somebody. I wanted to arouse the same feeling in others. Here are two thoughts I'd like to leave with you: "If you are a junior college teacher, and you see someone acting bad, you can help them, encourage them to act like people, give them heart." And: "Money doesn't mean a thing without the human quality behind it."

Andy Washington: Here are four experts the "consumers" of education--with a common theme running through what they say. Ask them questions.

Q.: Do we need to give them credit for remedial courses, or should this be done in high school?

A. Velasquez: More important than credit is the teacher's attitude. Humanism. My English teacher invited people up to her house. She was interested in us, so we tried to do good for her. Passing tests means much less to us. We dislike those who are insensitive; we fail, and nobody cares--that's what turns us off.

Q.: What were the attitudes of your high school teachers?

A. Velasquez: Very poor relations, we didn't like them. I disliked high school, cut my classes quick. I think we were not motivated because we were put down.

Q. Mrs. Ollie Bryant, Bergan County CC: All of you are success stories. But have you tried to recruit others?

A. Velasquez: I worked very hard on peer recruitment last summer. But this was not easy. It's hard to convince them.

Q.: But have you told them of the problems they face, and how to operate on campus?

A. Carolyn Keith: Yes. We tell them--and tell the college staff what's wrong, too.

Q.: But how do you deal with the insensitive teachers?

A. Velasquez: The poor teacher is protected by the union--no one can fire a teacher, even if he's bad.

Student: Evaluation forms don't work--teachers see them, or students think they do, so they aren't honest.

Housatonic CC (Conn.) Student: We had our forms sealed and delivered to the dean, and instructors didn't see them till grades were in. We gave them a careful rating.

Goodrich: I hear overtones of accountability. How do we grade our teachers? On sensitivity--once we achieve success, we are to apt to forget where we come from.

Student: Too often teachers are not interested in motivating students.

Menefee: On faculty accountability--student ratings should be a prime factor in promoting teachers. Other motivators are systems of individualized instruction, peer counseling, human potential seminars, student projects like day care at Highline Community College in Washington State for children of adult students. The progress of students is the real criterion of teacher success.

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2. UNDERACHIEVEMENT AND HUMAN POTENTIAL
(Chicago Workshop)

Ed Davis (Chairman): We know how to perpetuate underachievement. All we have to do is more of what we have been doing. There is not much difference between jail and ghetto. We see both as security devices--one maximum, one minimum. Here at Malcolm X, students are motivated. Here they give a damn.

Jim McHolland, Kendall College, Illinois: Every student has a gift for something. All of us are underachievers. Without exception. Human potential seminars are a group process--to enable people to increase their self-esteem and confidence. If they can come through with more of a feeling of "I like me," they are ready to work toward self-programmed objectives. Another benefit of the human potential seminar is, it tends to increase people's concern about others. But self-motivation is the key. Students must be self-motivated.

An educator who works through the human potential seminar cannot simply go back to the old system of lectures, exams and punitive grades. Here are the basic steps in the process:

- (1) Where are you now as a human building?
- (2) How well can we communicate with each other?
- (3) Acknowledgment and evaluation of successes and achievement.
- (4) What has motivated these successes?
(No two people are motivated the same way. I never saw an unmotivated person, but grades and threats do not work on everybody.)
- (5) Values--they vary with individuals too. What are your values?
- (6) Strength acknowledgments. (We are conditioned not to like ourselves. We must assess our strengths, to gain confidence.)
- (7) Conflict resolution. (How do you like your lifestyle? How can you make it more consistent with your values?)
- (8) Goal setting--short-and long-range goals. (Does it work? Students say it helps. They can run their own lives better, after some practice in setting goals.)

Verda Beach, Malcolm X College: We are doing a great deal in developing instructional resources. We must open new ways to learning. We recognize students are achievers at different levels.

Learning must relate to the student's own life. In the ghetto, Blacks have their own survival package. They talk one way to their own group, another to the Whites. Social environment is a key factor. We have 6,000 students--and we must deal with the social and psychological needs of each student. We have to educate our staff and trustees too.

Roy Trueblood (Kendall College): Nearly all colleges have well-developed ways of failing people. But we have developed a "success group option" which tells people where they have failed--but adds the element, "we want you to succeed." Then there follows a special process using peer group discussions, etc., to turn the student around.

Othello Knazze, Malcolm X College learning skills center: Many students are lost, have almost given up on education, when they arrive here. We have to teach them to survive. To survive they must communicate. We have developed the learning skills center with 20 to 25 instructors, 40 staff assistants and 30 tutors! We all have the same problems--so conflict resolution is not needed. We don't have a flunk-out thing. We survive together.

Q. (To Trueblood): Do you assume the student must accept blame for his failures?

A.: Yes--it's the only point of change we can work with. Though the institution has failed the student, in a very real sense, the strategy works with kids who have failed already, by showing them how they failed, what they can do about it.

Christopher Dimas, (Malcolm X College): We need a model for group conseling--the Human Potential Seminar may be the one we need.

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3. REACHING THE NEW STUDENT
(Columbia Workshop)

Johnnie Ruth Clarke (Chairman): You must know the theory that motivation is from within. But this is not entirely true. Some students are actually belligerent; they defy us to teach them. But if you love them, and level with them, they will respond. Make the student realize why learning something is important to him. If they don't see the value of what you're teaching, they won't learn.

James Kizer, vice president for student affairs, Central Piedmont Community College, N.C.: The problem of "under-achievement" is definitely a problem, but it is not a characteristic of any student that I know of. It is a term invented and defined by educators which has been laid onto the student. It is a problem and it certainly adversely affects students, but when it manifests itself, it is the fault of the educator and therefore should be termed "professional under-achievement." But we try to blame the student for something he didn't know he had. Very much like the little girl who complained to her parents that she flunked a course she didn't know she was taking. Sure enough, there it was at the top of her report card--SEX, "F."

Education is the only industry today that likes to blame its failure on its own product. Think about it. Other organizations may blame failure on poor production methods, inefficient management, advertising problems, merchandising problems, sales problems--but not the product. Even the Bon Vivant Company didn't blame its vichyssoise problem on spoiled potatoes or tainted leeks. Something happened in the process; they made it become cold soup before it was hot soup long enough.

I've seen professionals indirectly apply the label of under-achievement to whole groups of students by saying, "Boy, I sure have a bunch of dumb bunnies this time. They're just not prepared. What screwball counselor advised them to go to college?" What they should be saying is "How can we devise more effective learning systems to meet the needs of these students?"

First, some "Did you knows:"

Did you know that "our schools have usually proceeded on the assumption that there is a standard classroom situation for all students....that, over the years, we have fallen into the educational trap of specifying quality of instruction in terms of good and poor teachers, teaching, instructional materials, curriculum--all in terms of group results. We persist in asking such questions as: What is the best teacher for the group? What is the best method of instruction for the group? What is the best instructional material for the group?....There is considerable evidence that some students can learn

quite well through independent learning efforts while others need highly structured teaching-learning situations. It seems reasonable to expect that some students will need more concrete illustrations and explanations than will others; some students may need more examples to get an idea than do others; some students may need more approval and reinforcement than others; and some students may even need to have several repetitions of the explanation while others may be able to get it the first time." Did you know this? Well, Benjamin Bloom knows it, because he's the one who said it.

Did you know that "aptitude is better measured in terms of the amount of time required by the learner to attain mastery of a learning task (than in terms of) the degree of complexity"? John Carroll knows it, because he said it.

Did you know that our chief concern in education should be helping all our students to develop all their potential throughout all their lives, and that the way to do this is to introduce the student to the real world? Then the community becomes the campus and everything that goes on in the community is the curriculum. Harold Grant knows this, because he said it.

And, finally, did you know that we concern ourselves all too often only with the cognitive development of the individual and forget or ignore affective development or--let me translate--the social, psychological, self-conceptual development. We forget that learning is not an isolated and detached experience though we try to make it such in that artificial world we call "college." We become very concerned about motivation, but before a person can be motivated, he must first believe that he can succeed. Who said that? I did. And I might add as a postscript that no matter how much the student has learned, if the reward (grading) system fails him then he is convinced that he is unable to master the work at all, and loses any confidence in himself that he may have developed. But, believe me, the "emerging student in higher education" that Pat Cross has described needs only a spark of confidence to give him a lift.

So much for the "Did you know," but let me make two more theoretical-type comments while we wax philosophical. First, I believe that every person, regardless of his birth and the environment in which he grew up and regardless of the "enslavement" efforts of the school he attended, can still become a self-directed individual. Secondly, I believe that every person possesses the drive to become somebody and that this drive, no matter how weak it may appear from time to time, is always present and can be developed.

What is the prime ingredient necessary to turn our efforts to the total development of the student and particularly to the "new student"? Everybody on the campus, president, teacher, counselor, registrar, janitor, or secretary must engage in a practice identified

in different ways. Some call it positive regard, others call it empathy; but those closer to it call it something that I have trouble saying from my vantage point; teachers have trouble saying it because they fear the involvement that they are committing themselves to; it's called LOVE! Why in the world is it so difficult to say? It's about as difficult as sex was to say ten years ago. Now this love must be genuine--not the superficial kind that incurs the wrath of new students and the best person to test it on is the ghetto Black, and I say this to my Black colleagues as well as White. He'll know in a hurry if you're a fraud, because he's seen hypocrisy all his life. And if you're Black, he will know if you're enslaved by White materialism and want to impose it on your own kind.

Last fall in a group counseling session on our campus a young Black student looked me squarely in the eye and said, "Are you for real?" The hush that fell across the room was breathtaking. I told myself before I began answering his question that it had better come from the heart. When I finished my answer he said, simply, "I believe you." That's all I needed.

Here are some specific processes that need special attention if we really care about the person who wants to be a successful student:

- (1) First, let's look at the enrollment process. Many of our students come to us from high school already "sorted and catalogued." Some were placed in dull, dead-end, so-called "vocational" curricula designed for "slow" students. Some even have on their high school transcripts the phrase "not college potential," AND THEY KNOW IT. I am always amazed at the perseverance of these young people; here they are coming in to find out what your college is all about. Now the first impression the student gets is most important and you know the first person he sees may be a custodian, a receptionist, or secretary. And here is the first critical test, not of student achievement, but of college achievement in human relations. He can either feel warm inside about this encounter or say, "That place is what I thought it was, just another school that's run by a bunch of honkies." When the student walks in the door, we'd better show him that we care.
- (2) The second critical thing involves the kinds of information the person receives--including verbal and printed information such as the catalog and application form. If the application doesn't throw him, the catalog may. The catalog, in addition to being one of the best examples of American fiction, is a serious threat.
- (3) The third test is those "ever-lovin'" tests. Some of us have even developed prediction models. We then say

that chances of success for one group are high and low for another group. Based on these exercises (called tests and inventories) we claim to be able to predict the future by using measures of past achievement. We say that if he had a high achievement record as of a certain point in his life, the future is bright; but if he hasn't developed in the past, he hasn't much chance for the future. Now the student is not surprised at this kind of negative reinforcement--he probably has heard it ever since the third grade. By the time he reaches college age, he believes it. We say he cannot possibly survive in English 101 because he must be able to write an original composition. (Though if we really examine carefully the "caliber" of student the teacher is looking for, the person who "has it" doesn't need the course in the first place.) But let me apologize; I'm talking, I hope, to people who accept somebody because they honestly believe in the ability of all persons to learn. Isn't it funny that colleges and universities who admit to using scientifically prepared prediction formulae are still flunking as many students as they always have?

- (4) Our next problem, one that may make casualties out of any unsuspecting students who may have survived so far, is the frightening, unmerciful, humiliating procedure for getting financial aid. This inevitably has an effect on a person's dignity and sense of self-worth unless the individual is made to feel that he has actually avored the college by coming in to ask for assistance. Again, financial aid applicants are fearful; the statistics must be filled in, the student needs your help, and if the form itself doesn't shoot him down, the cut-off date very likely will. Most of the students we are trying to serve don't decide until late that they want to enroll. So the very people we should be serving are the ones who get rejected because they apply "too late." Dorothy Knoell refers to this as an example of procedural barriers that are often erected very subtly, which have the effect of rendering colleges inaccessible to the poor.
- (5) Another threat, though, occurs when the student is finally being counseled and advised concerning a curriculum and the first courses he must take. We isolate many in special programs designed to emphasize an individual's disadvantaged state. We say, "Now we have several special courses in English and math for you to take and you also need to take this developmental reading course." We might as well say, "So that you can

continue your role as a second-class citizen, we are putting you in our knucklehead tech program." What we should be doing is discussing his options with him, so he can decide for himself what he needs to do.

- (6) The final threat (if he has thus far survived) is registration, which often scares the most successful student. After the person enrolls, the most crucial period is the first several weeks.

Those who don't succumb in the admissions process must be courageous, indeed, if they survive the first several weeks of college, not to mention completion of an entire course of study. They naturally meet many teachers who are interested in student success and consider themselves failures if their students have a lot of difficulty. But they also meet other instructors who are committed to a discipline rather than to student development, and have little patience for those who need a more individual, personal approach to learning and self-fulfillment. The high attrition rates in many two-year colleges prove this.

To assist in helping students develop a more positive attitude about their own chances of success, counselors in a number of colleges are trying several activities. One approach is the "communications lab" (or "micro-lab," as it has been termed at Miami-Dade). A counselor, on invitation by the teacher, spends one 50-minute session with a class in which the class goes through several exercises designed to help members to get acquainted and break down social barriers. Often the cohesiveness and positive reinforcement that develops within the class lasts the entire term.

Another program that is rapidly spreading is the "Human Potential" approach developed by Dr. Jim McHolland and his staff at Kendall College in Evanston, Illinois. This involves a series of sessions in which students' past successes and strengths are stressed without emphasizing failures and weaknesses. This is not "sensitivity training," but a method involving carefully structured steps, such as "strength bombardment" and goal setting. This technique has proved to be very effective, and can be learned fairly easily by a counselor or instructor who desires to be trained as a group leader.

Still another aid for reducing threats and building confidence is the use of "peer counselors." Quite

often students are excellent at helping, teaching and building confidence in other students. One of the outstanding peer counseling programs in the country is at Los Angeles City College. Finally, we must get the state and federal funds for disadvantaged and handicapped students. The funds are there if we look hard and try hard enough.

So you see, we have a long way to go if we are to prove we are sincere when we say we want to serve the underprivileged student; and the time to move is NOW! But carefully, of course; we don't want the same results as a New York executive I heard about recently. This executive, hoping to inspire his workers with promptness and energy, hung a number of signs which read, "DO IT NOW," around his factory and office. When he was asked some weeks later how his staff had reacted, he shook his head sadly. "I don't even like to talk about it," he said. "The cashier skipped with \$4,000, the head bookkeeper eloped with the best secretary I ever had, three typists asked for raises, the factory workers voted to go on strike, and the office boy joined the Navy."

I'm certain that changes you undertake will have more desirable results than that.

Jean Graham, Counselor, Polk Community College, Florida: Underachievement may be for reasons of lack of confidence. You may have to try several different methods of motivation. At San Diego State, a systems approach to learning, where the student sets his own pace, works well. But eventually a student must motivate himself. At Kent State, peer tutoring, using matched pairs, works well. Tutorial programs and learning labs also prove you want to help them. At Polk Community College, we put students who need extra help in a basic course--but we are honest about it. We don't try to disguise what we are doing; and we take the time to let the student know.

Selden Menefee, AAJC: Human Potential Seminars--non punitive grading systems--individualized instruction--flexible, open registration as at Midland TEC--all these fit together in a pattern that helps all students, but especially disadvantaged ones.

Helen Richardson, Palmer College, Student: I wanted to go to college. Financial aid, plus love, help, guidance and patience helped me, and when I achieve my goal I hope to help other students. One basic problem is for all people to come together, help one another. They--counselors, teachers--can turn you off by not listening; others can turn you on. They can do it by reaching out to us, with understanding. Maybe, in time, we'll all come to realize we

must help one another. Too many students have been turned off by indifference. What the world needs now is love.

Comment: Once you get under-achieving students started in basic classes, if they like it, they'll take off, and succeed.

Helen Richardson: If somebody really cares, they will try to go on.

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4. MEETING STUDENT NEEDS (Fort Worth Workshop)

Abe Washington, dean of special services, Tarrant County Junior College: Outstanding among the characteristics of the "new student" is his high rate of failure. One major reason for this is, he comes to us with a lack of sufficient skills for learning at the college level. He arrives with a history of under-achievement which had its beginning even before he started to grade school. If he is a member of a poor family, he has probably had few experiences to stimulate learning. As a result he has consistently lagged behind his middle class counterpart. Charles E. Silberman has stated it well: "The lower class child....suffers from an overall poverty of environment--visual, verbal, and tactile--that inhibits or prevents learning not just in the first grade, but later on as well. His home is characterized by a general sparsity of objects; there are few toys, few pictures, few books, few magazines, few of anything except people and noise; this poverty of environment gives the child few opportunities to manipulate and organize the visual properties of his environment."

Mr. Silberman suggests that we will not begin to solve the dropout problem, or the problems of those students who remain in school and do not learn, until we recognize that they do not begin in school, but rather, they begin at the point at which the child leaves the cradle and begins to crawl around his home, exploring his environment and developing the basis for his future intellectual development. But this does not absolve the school of its responsibility for dealing as best we can with the problems resulting from what Mr. Silberman has referred to as "environmental poverty."

J. H. Hawghurst has referred to what he calls "The teachable moment". "In timing educational efforts, when the body is ripe, and society requires it, and the self is ready to achieve a certain task, the 'teachable moment' has come. Efforts at teaching which would have largely wasted if they had come earlier, give gratifying results when they come at the teachable moment...."

The problems the college faces in trying to meet the needs of the new student include these:

- (1) The new student is a member of a distinct cultural group with values, strategies, language styles, etc., that are in conflict with the dominant culture. These cultural differences need to be taken into account and treated in a manner which lends support to the students culture, or serious damage can occur to his self-image.
- (2) The new student has not been able to overcome the gap in his educational experiences that were created by "environmental poverty." Consequently, he has failed consistently to acquire the necessary skills for learning at each of the educational levels. So, he arrives at the junior college in the same manner.
- (3) The community college is the last educational institution accessible to the new student that is able to help him develop the skills that will bring him a better quality of life. Any attempt to do this will require some type of educational program with compensatory features built into it.
- (4) Motivation, where the new student is concerned, is related to the educational environment in which he finds himself. If this environment enhances his feeling of well-being and self-esteem, motivation is likely to come naturally. However, other factors such as the relationship of course requirements to the goals he is seeking, and his assessment of his own ability to meet them, may also effect the intensity of the motivation.
- (5) If the needs of the new student are going to be met and if he is to realize a successful college experience, many supportive programs and services will have to become a part of the normal operation of the community college. They should be designed to increase the enrollment of low-income and minority students and promote their successful completion of a selected program. Special emphasis should be placed upon success.
- (6) Any attempt to provide educational opportunities for the new student must take into account the community in which he lives. The college must establish dialogue with members of the community to become aware of their problems, and should lend its resources toward resolution of the problems. This is the best means of demonstrating the true spirit of the community college.

Here at Tarrant County we do certain things: (1) We counsel the students to make realistic choices of

careers, etc. Our basic studies program is where this takes place. (2) The special services office, which I head, tries to fill gaps in student needs. We help students into school despite late registration, etc. Special services includes anything that needs to be done and no one else is doing.

Tarrant County JC student: Each student is motivated in different ways....The basic studies program has helped a lot of kids to qualify for programs they want. (It is a two-semester program.)

Jean Crow, Instructor in Basic Studies, Tarrant County JC: We all know how to motivate--but we don't do what we know how to.

Many of our students have simply been turned off by their earlier schooling. We have to change all that. They "hear a different drummer," are sensitive, aware, and creative. They are more fun to work with in class than the more conforming types. They can deal with more sophisticated concepts than other students.

Motivation is not just in the classroom--it's in the library, student centers, and at home. The more time you spend with students, the more you learn what turns them on. It is important just to be there when needed.

Everyone is unique. Look at the student's books, friends--these are keys. Don't be afraid to try, even to fail, with these students. The important thing is to communicate with them.

Student, Tarrant County JC: The teachers here see us as individuals. They told us at high school that the teachers here would'nt pay any attention to us. This is not true. We have found they do treat us as individuals.

Comment (faculty): We find many of the "disadvantaged" are really remarkably able....Increased self-image is the greatest motivator of all--and confidence, based on small steps of successful learning that can be handled by the students, is the road to a good self-image.

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5. INDIAN PROBLEMS AND PEER COUNSELING
(Los Angeles Workshop)

Bernard Luskin, Coast Community College District (Chairman):
Pete Azure has to leave for a tribal council, so I'll defer to him.

Pete Azure, Indian advisor, Central Oregon Community College:
Indians must meet two requirements to get special financial aid. For either vocational training or higher education, an applicant must prove he is one-quarter Indian, and comes from a tribe served by the B.I.A. (Bureau of Indian Affairs).

Some Indians make the mistake of giving up their Indian rights. The Klamath Indians terminated their reservation, disbanding the tribe--and they took their funds and settled elsewhere, in pockets all through southern Oregon. Their money is already spent, and now they have nothing. They have retained their tribal way of life in the pockets where they have settled. We could only get one student from such Indian enclaves this year at Central Oregon Community College.

Sometimes I feel all this talking is really in vain. We don't have enough time. It must come back to family types of relationships--love and care--if we are to survive. Get to know other people--you may learn to love them.

The Warm Springs tribe (where I grew up) has about 600,000 acres of land, two-thirds of it in timber. They manage, harvest, process and market their own timber. Now they are moving into the resort business. Dividends from tribal activities are around \$145 per month per person. They are much better off than most Indians.

Q.: How many Indians have made it in education?

Azure: There are about half a dozen Ph.D's, and 53 Master of Social Work degree holders, at last count. And they are needed. Alcoholism and suicide rates are highest among Indians of any group.

Q.: Do you have Uncle Toms?

Azure: Uncle Tomahawks....Actually the commonest term is, apple Indians--red outside, white inside.

Q.: Where does an Indian go if he becomes educated?

Azure: Often, elsewhere. Usually their own people will reject them if they return....I guess I am something of a racist. I am opposed to "culture vultures," hippies with long hair who wear Indian head bands and beads. We need our own dignity.

PEER COUNSELING

Claude Ware, LACC assistant dean for Specially Funded Programs: Our peer counseling program is part of a program for 300 special students in developmental communication. Here's how it works: Two peer counselors meet with 14 or 15 people each week. Peer counselors actually work in the counseling office. But some are always available in the student center. They also work off the campus, since classes are given in such communities as Watts and South Los Angeles. The counselors help them adapt to college study.

We have a class for the student counselors--ED.70--where they get a unit of credit for taking part in counseling for a semester. And the Los Angeles school district now offers jobs in high schools for two-year counseling trainees, who work as para-professionals.

A peer tutoring program also dovetails with peer counseling on our campus.

Selden Menefee, AAJC: Peer counseling is one motivator that has been proved out, in Claude Ware's project. It has reduced attrition from about one-third among Blacks and Chicanos in the first semester to less than five per cent.

Peer counselor: We try to explain to the students why some courses are required. The students are motivated because they feel somebody cares.

Student Center Counselor: I approach the students in the center, ask them how they're doing. I try to help them find interesting courses. I get paid, and I also get credit for psychological services training....We meet two times a week with the coordinator.... The counselors help students to make friends while learning the tools of their trade. These tools include English for students in special career programs, like nursing students.

Q.: What about peer tutoring?

A.: 1,500 students, or 40 per cent of the day enrollment, are in tutorial education--there are nearly 200 tutors at LACC. They are paid \$2 an hour from the special services project. Thirty departments are involved.

Mrs. Kawakita, coordinator of LACC tutors: PEACE--the Program for Educational Aids for Campus Extension--sends older women as teachers to work with students in elementary, junior and senior high schools. These teacher aides work in classrooms; they get four credits and are paid. About 300 of our students are working as aides. They meet in six classes each week, with the supervisor. There is one Chicano group; the others are mostly Black.

VI. DEVELOPING MORE EFFECTIVE LEARNING SYSTEMS

1. FUNDAMENTALS OF THE SYSTEMS APPROACH (Columbia Workshop)

Barton Herrscher, president, Mitchell College, N.C.: "James Cass said, 'We must educate not only society's winners, but also society's losers.' This is what this workshop is all about. The 'new student' does not fit into the traditional pattern. Lectures and books are not enough for him.

Traditional assumptions must be cast aside: (1) We teach as if the background and achievements of all our students were the same. Not so. (2) All students learn the same way and take the same time to learn the same things. Not so. (3) Listening to lectures and reading books are powerful methods of instruction. This is true only for a few. (4) Teaching is an art requiring no tools or technology. Not so. We need reinforcement of educational technology.

The new approach must include: (1) A rationale--general objectives. (2) Specific (behavioral) objectives. (3) Preassessment--especially important in some courses. (Here the student may be re-directed out--if he knows the material; he may get credit by examination only.) (4) Learning activities--a variety of them--must follow. They may include lectures, field trips, readings, etc. But remember the low-income student needs more varied media reinforcement. Lectures are a valid medium for some, but not for all--especially not for the non-traditional student. You'll need a learning lab. (5) Post-assessment. The student should show mastery. Critique may result in: (a) revision of course, if needed; (b) recycling of student if needed.

Bloom's Learning for Mastery is the basic document; you can get it from NLHE, the National Laboratory for Higher Education, at Mutual Plaza, Durham, N.C.

What could characterize a campus that follows this system? Several things: (1) Strong accountability of the faculty for facilitating learning. (2) A strong instructional evaluation program to help improve their methods. (3) Non-punitive grading: Students don't flunk; they are recycled. Remember--even "Incompletes" can be punitive (some four-year colleges convert W's and I's to F's!) Some students may end first semester with a blank transcript. This is better than five F's. (4) A flexible calendar--so students can register anytime. Two-thirds of the Mitchell faculty can take students by individualized methods. (We are committed to complete this system in all courses by October 1973.) (5) Encouragement of innovations without penalty for failure. (6) Developmental and travel money for faculty; released time also. (7) Media and systems specialists, full-time.

At Mitchell College, we use the following checklist for instructors, and as of this year, two-thirds of them can answer "yes" to all questions:

INSTRUCTION CHECKLIST

1. Do you insure that each student knows why it is important that he learn the material which comprises the course?
2. Do you communicate to the student, in writing, the goals of the course and the specific objectives of each unit of instruction?
3. Do you take each student "where he is" and provide learning experiences tailored to his individual learning needs?
4. Do you, through the use of media, incorporate a variety of stimuli in the instructional process?
5. Are you willing to be accountable for student learning?
6. Do you teach without doing most of the talking: that is, is the student actively involved in directing his own learning?
7. Do you employ testing to assess teaching rather than to categorize students?
8. Do you employ non-punitive grading in your courses?
9. If a student performs poorly on a test, is he, after further study, allowed to re-take the test without penalty?
10. Do most students learn enough in your courses to earn an "A" or a "B"?
11. Do you systematically try to ascertain how your students feel about the class, the subject, and how it is being taught?
12. Since it is an accepted fact that students learn at different rates, does your classroom format allow each student to proceed at his own rate?
13. Does your classroom format allow you sufficient time to work with all of your students individually?

At Mitchell College, beginning in fall '72, we are committed to refunding tuition money to students who fail--if they have tried. They will have to show that they have put in at least minimal time in class and learning lab.

"More powerful than mighty armies is an idea whose time has come," as Victor Hugo said.

Barbara Washburn, Educational Development Officer (EDO) at Mitchell College: Accountability factor is based on individualized systems of instruction. We must evaluate the effects on students of new learning methods. We will study the failure and attrition rates of students.

Each month at Mitchell we have a faculty workshop. After they evaluate their own work, individual conferences are held to help the instructor to design a positive strategy. Finally, we have a product examination--of the course, media, and degree of mastery--so the

student can make his contribution to improvement.

Caroline Castelloe, Mt. Olive College: As a teacher, I use the systems approach in math, with 200 students of whom 150 are in individualized programs. In 1970 I had 12 remedial math students, of whom six picked up the material fast. Others took longer. We started with three courses and developed objectives, pretests, learning activities, post-tests and evaluation methods.

Beginning this summer, we had a "matheteria"--a big area with carrels, tables, sofas--where students may study together. It is open 43 hours a week. Students enrolled in three courses--remedial math, algebra, and trigonometry. They could come in any time. The instructor is there to help them, give tests. But students must come in at least three hours a week. They take a test at each stage, and if they have mastered the material, they get the next unit--or go back to work on the material they still need to master.

The results? This summer, 28 students enrolled in three math courses. In two weeks, two students had completed a full course. Out of 28, 25 had completed their course by the end of summer; the other three have by now....This semester, six students had completed the entire course by mid-semester. Fewer students have failed than last year under the old system. It takes more time, but it really helps the students.

George Goldsmith, Dean of Instruction, Greenville TEC, S.C.: At Greenville we found we had to relax our entrance schedule to accommodate veterans and other late arrivals. Key factor in implementing systems or individualized instruction is the attitude of the president or director. The best instructors are often the slowest to change because they are succeeding fairly well. But key people began to develop packages. It spread slowly--a chain reaction. Most of the staff are now involved.

We have also bought already developed packages to help our instructors. We use these in paramedical programs and others. Soon our entire staff will be involved.

Student (Veteran): Having been out of school six years--I went to Midlands TEC and studied in the individualized systems program. I loved it--it gave me confidence, improved my learning ability.

Student (Montreat-Anderson College): I am taking a systems course in Bible--and it works very well.

Q.: Can you cite any experience in using paraprofessionals in the individualized learning centers?

Herrscher: Student assistants are being used at Mt. Olive and

Mitchell. We will probably move toward using paraprofessionals. We have three English instructors and two paraprofessionals (housewives with BA's) in our communications lab.

Goldsmith: We are using lab assistants in our heavy equipment operators program. The lab system is very effective for some aspects of this program.

Castelloe: We have four student assistants--all math majors.

Ray Carson: We use student assistants (at Palmer College in Columbia).

Q.: The "underachiever"--how does he respond to the systems approach?

A. (Polk College): Many of our people were "underachievers" and did well. The "underachiever" is helped by rationale, modular breakdown, and multi-media--they all help him, not overwhelm him. Once he succeeds in one module, this breeds further success in the next. The problem is to help the student go from external to internal controls.

Q.: What is a teacher's load under the systems method?

Herrscher: Instructors typically handle 100 to 130 students in a term. This may be two courses, or five, or a full-time lab situation.

Q.: If you don't give any grades--or incompletes for non-completion--what does the transcript show?

Herrscher: We list only the courses he or she has mastered, on his or her transcript.

Q.: How do students in individualized programs qualify for full-time financial aid?

A.: As long as the registration card shows full-time attendance it's OK. Even if the student takes longer, it doesn't matter.

Q.: What kind of pretests do you give?

Pauline Moore: We use CGP tests--to place the student at the point where he belongs, so he can move ahead.

Washburn: Our teachers devise their own pretests for instruction.

Comment: What helps Blacks helps all disadvantaged students. If individualized instruction helps the slow or handicapped, it can help all students.

2. INDIVIDUALIZATION IS THE KEY
(Chicago Workshop)

Richard De Cosmo, Moraine Valley Community College, Illinois: We have run 1,300 to 1,400 students through the Human Potential Seminars--with great success. Non-verbalizing students have to receive special attention. It takes longer to build up their confidence in verbal skills. We try to get students to express their feelings to others--through group dynamics activities--until they feel comfortable....Why do students fail? Poor motivation, poor instruction. Benjamin Bloom proved that 95 per cent of people can master any subject they try to. The only real differences are in the rates of speed by which people learn. Complexity is not the problem. You have to (1) set up situations allowing varied times for learning, and (2) provide varying paths, and different media for learning situations. Individualized learning is the key, then. Systems vary, but all have this common element: They allow for variations in the rate of learning. Here are the components:

- (1) Behavioral objectives--The expected outcome of the learning is stated clearly and precisely.
- (2) Assessment at the start.
- (3) Learning activities--varied paths if possible.
- (4) Post-assessment and evaluation at the end--so you can change the process if it isn't working. Post-assessment is also an evaluation of the teacher as a learning guide--is the student buying your services? If you fail, should he pay?

Q.: How do you vary the rate of learning?

A.: For one thing, we put our material on tapes so that the slow learner may go back to it. And we set up a learning laboratory so the student can take the time he needs.

Q.: How do you assess what the student knows?

A.: We have developed our own criteria, to meet our needs.

Chris Dimas: Behavioral objectives spell out a commitment by the teacher. They do turn the student on.

De Cosmo: One problem of the systems approach is that the learner may be left out of the planning. He should be involved in setting his own objectives.

Dimas: There are many systems of learning--but the human potential seminar or personal interaction, is where it starts. "The systems approach" is one part of educational technology, but not the only part.

Dr. J. R. Dave, Chairman, Education and Psychology, Central YMCA Community College, Chicago: Our "Search for Identity" program started two years ago. It was designed as a seminar to help students develop better. What is education? Training? Or developing self-motivation? How can we make the classroom a place where all are human beings? Let us treat each other as total human beings--with abilities and frustrations. Forget narrow disciplines, forget grades. It works. But I do not want to be restricted by pre-determined objectives. Our first summer seminar was beautiful--a single class from 9 o'clock to 1 o'clock, but often now it goes on informally to 4:30. Learning takes place because the individual feels a personal involvement. We have to learn: (1) To examine and understand ourselves--the total self; (2) To relate to others; (3) To relate to the environment--not to be controlled or led by environment, but to interact.

Q.: What about grades?

Dave: We don't talk about them, unless a student brings them up.

Maurice Adams (Malcolm X College): Mr. De Cosmo spoke of learning for mastery. But how do you adjust the time? Does the student decide how much he needs?

De Cosmo: Vertically--within the 18 weeks. They should spend the time they need to spend.

Comment: But most Black students don't have the extra time to spend. They should have more time horizontally. Most are victims of the public school system. They need more time to get over it.

De Cosmo: To meet special needs, we are putting in a system of electronic programs outside the regular course framework--just a set of objectives, and credits for their mastery.

Hiroshi Okano, Lees College, Kentucky: We discovered that systems approach is good for some courses and teachers. Then we got a \$250,000 grant for a total environment approach in Appalachia. We regrouped our whole curriculum on the basis of problems. Students were brought in to assist with the planning.

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3. IS FACULTY AN OBSTACLE?
(New Jersey Workshop)

Al Solomon, Brookdale Community College (Chairman): The problem is: To assess the students you get, and where you are. "If you don't know where you are going any road will take you there," as someone has said. The systems approach is very simple: What's the task? How do I do it? How will I measure the results? It is a logical pattern, a reasonable way to approach a problem. Resistance to this approach sometimes develops--but most now accept this as a valid approach to learning. It is a three-step modular pattern for action.

David Harris, Dean, Hagerstown Junior College (Md.): Change in itself is not good, necessarily. It must produce useful results. What are the elements that combine to produce useful change?

Few community colleges have actually met their self-proclaimed objectives. The Hagerstown faculty tends to be very conservative, proud of "high standards." But the faculty has become involved with systems now. In the science division we have modular pre- and post tests. Now, the faculty is getting enthusiastic, in this division.

Students, faculty, and administration need to plan institutional goals. And we need to share information on how innovations work.

James Brown, Quinsigamond Community College (Mass.): We are beginning to work with systems and new approaches. "The proof is not in yet," says the faculty. Hogwash. This is simply not true.

Prove to me that the things you have been doing work. Half of our community college students drop out. Is this good? I am in a hurry; however, a majority of our faculty still feel a lot of our students are simply not "college material."

But we are beginning. We have recruited low-income students, listened to their problems, put in a day care center. We know that students learn best at different rates, have differing motivations. We must cut through the mindlessness of the old instructional methods.

Q.: What evidence is there that systems are effective?

A. Harris: Purdue's work (Postlethwait) on audio-tutorial has been proved out. There are plenty of successes on record.

Q.: Shouldn't we abandon the term "systems" and say "logical approach?" The term "systems" scares some.

A.: Perhaps.

Q.: Does the teaching of English using Spanish prove best for bilingual students?

A.: The results in Miami were good, using only English.

Comment: Spanish-speaking students respond better when the teacher speaks Spanish.

Q.: How are systems adopted? How much time and expenses?

A. Solomon: You can do it fast by edict, or develop it one course at a time. At Brookdale we took the former route. And the cost per student is less than at some other colleges.

Q.: What happened at Oakland Community College that the experiment with the new systems approach of learning was modified? Did they go too far too fast?

A.: Yes. It may take four or five years. It happens best gradually.

Solomon: We do know a lot of things about learning. But we are not applying them. We can't wait until all the facts are in. We have to move ahead now, without more delay.

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4. HUMANIZATION OF LEARNING
(Los Angeles Workshop)

Milo Johnson, President, Mt. San Jacinto College, Calif.
(Chairman): Let's hear first from the students.

Chicano student: At Pasadena our orientation course is good--it helps us to communicate with other students, and the counselors. The ethnic studies courses are also good....More new low-cost techniques--like taping--would help. And teachers should be more open minded with minority students. My English teacher is very understanding; but my psych teacher is not.

Black student: In my major--social welfare--the teacher should talk to students, get to know them--not just lecture and give tests.

Edith Freligh, Golden West College, Calif.: Our system of teaching English is no panacea. But it works pretty well. Consider these facts: (1) Two-thirds of all community college students are low-income students--they have to work while they go to school. Most of them come from the blue-collar or lower middle class. (2) We don't know much about the non-verbal abilities of such students. (3) We do know that most low-income students are disengaged--poorly motivated.

I would suggest certain improved systems of learning: (1) More short-term courses; (2) More use of behavioral objectives; and (3) Engagement of the student's eyes, ears, and hands in learning.

The systems approach usually brings out more teacher enthusiasm. The instructor is freed for more one-to-one contacts. And students are more enthusiastic, too.

The audio-tutorial approach we use in English at Golden West means: (1) A lecture on Monday--motivational, in part; (2) The rest of the week, slides and tapes are studied in the lab (one lesson every day). (3) A post-test, to see what learning has occurred.

The results have been: an increase in learning rate; a slight reduction in the attrition rate--from 40 per cent to 33 per cent; more students do the assignments, and 86 per cent say the rate of learning is better; two-thirds say the slide-tape method is superior to lectures; and we can teach more students. Two full-time instructors can teach up to 1,500 students with aides.

Armando Cisneros, Los Angeles City College: I have an MA in instructional systems technology. A learning "system" may encompass software, lectures, programmed books, and many other features....LACC is full of poor students. The survival rate is relatively low. The dropout rate is around 50 per cent in a two-year program. Our colleges are changing--we are seeking out minority students now....One thing we can do is to use a multi-lingual approach....and teachers must, above all, have empathy.

Freligh: Many Mexican-Americans come to us poorly equipped in both English and Spanish.

Hayden Williams, Administrator, Project Cistrain, Golden West College: I agree the machine is a cold and inhuman thing, and that buying hardware is not as important as what you do in teaching. The purpose in using educational systems is to enable us to humanize and personalize instruction. The fact is, the systems we have are working--because our students can make their own schedules. Systems thus have some answers for some people. But this approach is no answer to the problems of street people who won't come to us.

"Project Cistrain" is a project to train biology instructors to put together materials that a student can use on his own--through the audio-tutorial systems. It is now possible to be funded by the state for full-time students using the systems approach, whether they come to lectures or not. The Legislature has modified the ADA (Average Daily Attendance) provisions in the law so as not to penalize this. California has four pilot districts, testing out materials. The result will be the production of useful materials to help teachers teach, using audio-tutorial systems.

Milo Johnson: We at Mt. San Jacinto parallel Golden West in use of filmstrip and tape to supplement the teacher's presentations and to allow teachers more time. We use individualized systems in auto mechanics, business, marriage and family, languages, and many other fields.

Q.: What about systems for the poorly motivated student?

Freligh: All, or 99 per cent, of students hate to study English in the old ways. But we make it less painful, and success comes more easily.

Williams: Systems will simply tell you three things: Where you're going, how to get there, and how to know when you have arrived.

Freligh: The most powerful motivator is success--and we help the student to succeed. Simple short segments which students can pass really turn them on.

Cisneros: First thing you do in adopting systems is to kill your own ego. Students with ability won't be kept back by the systems approach either; they will be free to speed up.

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5. SYSTEMS PLANNING MUST INVOLVE ALL
(Fort Worth Workshop)

Albert Besteiro, Mexican-American Border Consortium (Chairman):
The Mexican-American family is basically Mexican in its cultural and language habits. About 48 per cent of Mexican-American kids drop out between the 4th and 12th grades. Bilingual speech patterns are partly responsible for this. English is their second language, in most cases. The community colleges may be the instruments of integration, if bilingual methods are used.

Robert Miller, Dean of Instruction, Tarrant County J.C., Northeast Campus: Total involvement and total commitment of all staff are keys to success in dealing with the problems of instruction of low-income students.

Systems and strategies that work for them will work for all students. All will benefit.

The focal point is the student. But the systems approach applies to the administration as well. You have to have involvement by administrators and faculty to make it work. Curriculum development depends on this, also planning priorities. And the community must be sold on new methods of instruction....

Involvement of all students in classroom interaction is essential. The problem-solving approach is particularly necessary for disadvantaged and the project method--learning by experience, and on the job--is best.

Planning is needed, years ahead, to provide special facilities for the handicapped and disadvantaged. The learning style of students is important. Fast students should not be held back, slow learners penalized. Continuous progress for all is ideal.

Some learn best from visual aids, some from books--but they learn most from all media that are applicable. Use of media need not all be done at once. Courses can be reorganized by segments.

Remember that students have been turned off by the constant repetition of the same activities for 12 years. A new approach is needed: Behavioral objectives, basic required activities, plus optional activities (branching)--and small group sessions to set goals. Make it humanistic--talk to students. Use peer groups (boy and girl teams do best). Use practice tests, then segmental tests, after which you can recycle the student or proceed to the next step in the package.

Don't set standards beyond the reach of your disadvantaged students. Set your goals, and show how they can be attained by easy stages.

We've talked down too long to our adult students. We must respect them, and give them a more positive self-concept. Teach them to make their own decisions--and also help them acquire skills for learning to meet their goals.

And give the student instant feedback on his progress.

Kenneth Hudson, Tarrant County J.C. District, Director of Personnel: Students need personal attention, above all. And the faculty member must have support, too--from paraprofessionals, teacher aides, peer tutors. He can't do it all himself.

Ernesto Guzman, Tarrant County J.C. Instructor: You have experience the systems method, of involving the student in the learning process, to appreciate it fully....We will not use new packages until we know they are better than the methods we have been using.

The systems approach is a simple breakdown of material by objectives. Implementation is by a process wherein the student never really fails--rather, he is "recycled" until he succeeds. The student must pace himself. But the student must get the help he needs, when he needs it, to succeed.

In "recycling" we use student assistants as far as possible in our open labs. Students learn best from their peers--and the peers learn, too, in the process.

When we give a test the student knows what he has to do in advance. There's nothing sneaky about this--it's beautiful.

But we must restructure our entire time table and revision of materials and activities must be continuous. Students must be involved in this revision, through constant feedback.

Tarrant student: Long-range planning is essential, for packaging systems of instruction. As to humanization, some say there is not enough of it. But the student has to be made independent--so it's a dilemma. You can't leave everyone to learn on his own, because not all are capable enough or motivated enough to come to the laboratory and try.

You have to really individualize instruction to make it effective. And some students don't catch on for a couple of years, to packaged programs.

Q.: What do you do with the fast students who finish early?

Guzman: They may go on to independent study--or to the next course, if it's available.

Student: I prefer a lecture class to tapes and film strips.

VII. SUMMARY
(New Jersey Workshop)

Ed Davis: I can only express my feelings on these things. "The world of the low-income student" is a pretty big world. In dealing with it, the top priorities are (1) recruitment; (2) financial aid; (3) motivation; (4) academic deficiencies; and (5) developmental programs. These are from the actual questionnaires sent out to FWDI colleges. Also on the list, but nearer the bottom, were: Housing for minority students, staff awareness in cultural differences, adequate support services, and communications. Colleges are thus mainly concerned with institutional problems, rather than with minority and low-income people. We had better put the people items at the top of the list.

When low-income people are taken in and you try to place them on the road to success, the first thing you have to do is to chalk up some successes for them, to give them confidence. Systems and the behavioral objectives approach are good because students can see their own progress, moving from Point A to Point B.

Too many colleges are unwilling to innovate with a multi-pronged approach. "Systems" are not enough--you need constant evaluation of what is happening to students, how many are dropping out.

Barriers include the credential mechanism, the credit system, and institutional inertia. It is almost blasphemous to have all this learning with no clear objectives. We need to know where we are going.

I hope you have received some things here you can take back with you and put into operation to meet your needs.

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